

# CAPTAIN: North Summit

## Day 1



**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





# C.A.P.T.A.I.N KERN





# Meet Your C.A.P.T.A.I.N. Kern Crew







# BCSD CAPTAIN Members

**Tracy Holdcraft** – Behavior Management Specialist  
**Aurora Nuno** – School Psychologist  
**Nikki Stiles** – Coordinator





# Bakersfield City School District Projects

- Autism Overview Yearly
- District staff providing EBP trainings – Focus on Functional Communication Training and Visual Supports for coaching purposes
- Coaching of teachers – New Academic Coach position added this year! 😊
- Present yearly at District CAC
- CAPTAIN Kern – Open House
- Utilizing online AFIRM Modules for Teachers and Paras



# BCSD Structure





**Lee Ramos** –  
Special Services Administrator

**Holly Mell** –  
Special Education Administrator

**Jessica Acevedo** – Program  
Specialist

**Courtney Hyler** –  
Behavior Specialist

**Kristyn Radman**– Coordinator





## KERN HIGH SCHOOL DISTRICT CAPTAIN TRAININGS

### **2016-17 School Year:**

Cohort 1 completed trainings in 3 EBP's:

- Prompting (PRT)
- Reinforcement (R+)
- Visual Supports (VS)

### **2017-18 School year:**

- Additional EBP trainings for SPED staff throughout the district.

Cohort 1 planned EBP trainings:

- Social skills, Self-Management and Task Analysis

Cohort 2 Planned EBP trainings:

- Prompting, Reinforcement, and visual sports.





# KHSD In Action





*Kern County*  
**Superintendent of Schools**  
*Office of Christine Lizardi Frazier ...advocates for children*

Robert Hefner  
Program Specialist-Behavior Emphasis





*Kern County*  
**Superintendent of Schools**  
*Office of Christine Lizardi Frazier ...advocates for children*



- CAPTAIN Coaching



- Training- 6 Days of Autism EBP's  
with in classroom support.



- C.A.P.T.A.I.N. Advocacy-

Captain Kern Open House.

Cal-State Class Overview Presentation.





# KCSOS SELPA

- Karis Brilee
- Diana Sevillanos-Myers





# KCSOS SELPA

- The series of trainings were provided over the course of the 2017-2018 year from September to May. The components of the year-long, intensive certification -program for teachers, speech pathologists and paraprofessionals who work with students with autism included the following:
  - Teachers – Nine days of professional development
  - Paras – 30 hours of professional development
  - Two structured observations based on best practice rubric
  - Coaching sessions for each participant on working with the student with autism
  - Monthly competency based portfolio assignments
  - Additional coaching available from CAPTAIN Cadre members





## SELPA having Fun Switch in Training Pic





# H.E.A.R.T.S Connection

Susan Graham, Director

H.E.A.R.T.S. Connection Family Resource Center





# H.E.A.R.T.S Connection Projects

Serving on the planning and implementation committee and participated in the Open House.



H.E.A.R.T.S. Connection continues to provide training to educate parents on CAPTAIN.



# Diagnostic Center, Central California (DCC)

- California Department of Education
- Laura Lavery, Education Specialist



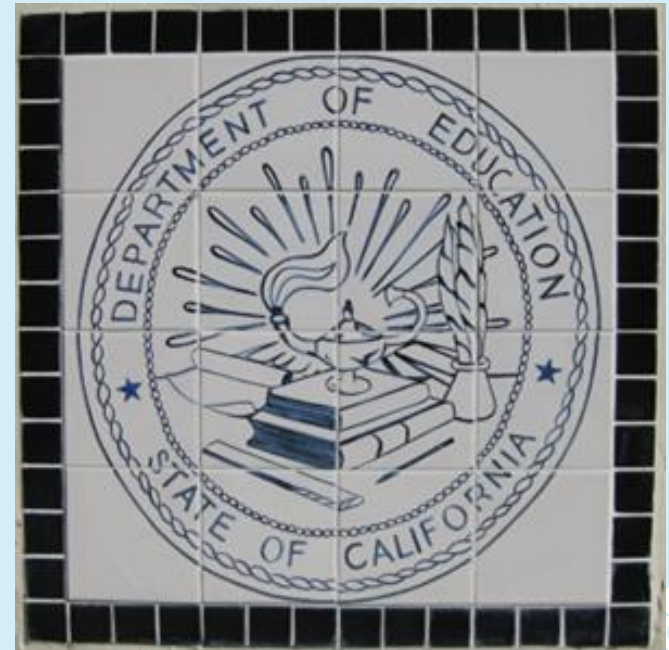




# CDE- CDC Projects

Comprehensive training and technical assistance projects: in-depth content training and multiple levels of follow-up support, including demonstration teaching and on-site consultation

- Amador
- Calaveras
- Fresno
- Kern
- Kings
- Madera
- Mariposa
- Merced
- San Joaquin
- San Luis Obispo
- Stanislaus
- Tulare
- Tuolumne







# C.A.P.T.A.I.N KERN

## Open House

### Kern CAPTAIN Open House

California Autism Professional Training and Information Network (CAPTAIN) invites you to learn about its regionalized objectives to increase Evidence Based Practices for students with Autism Spectrum Disorders.

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

- Learn about CAPTAIN
- Review current and past regionalized objectives
- Review Evidence Based Practices
- Network with other service providers, agencies and stakeholders.

**April 5th, 2017 • 9 am - 11 am**

Please RSVP by March 29<sup>th</sup>

To: Michelle Graves

661-636-4812 or [migraves@kern.org](mailto:migraves@kern.org)

Kern County Superintendent of Schools --1300 17th  
St., Bakersfield, CA 93301 • Room 1B

*Refreshments will be provided*



# C.A.P.T.A.I.N KERN Open House





# C.A.P.T.A.I.N KERN

## Open House





Thank You



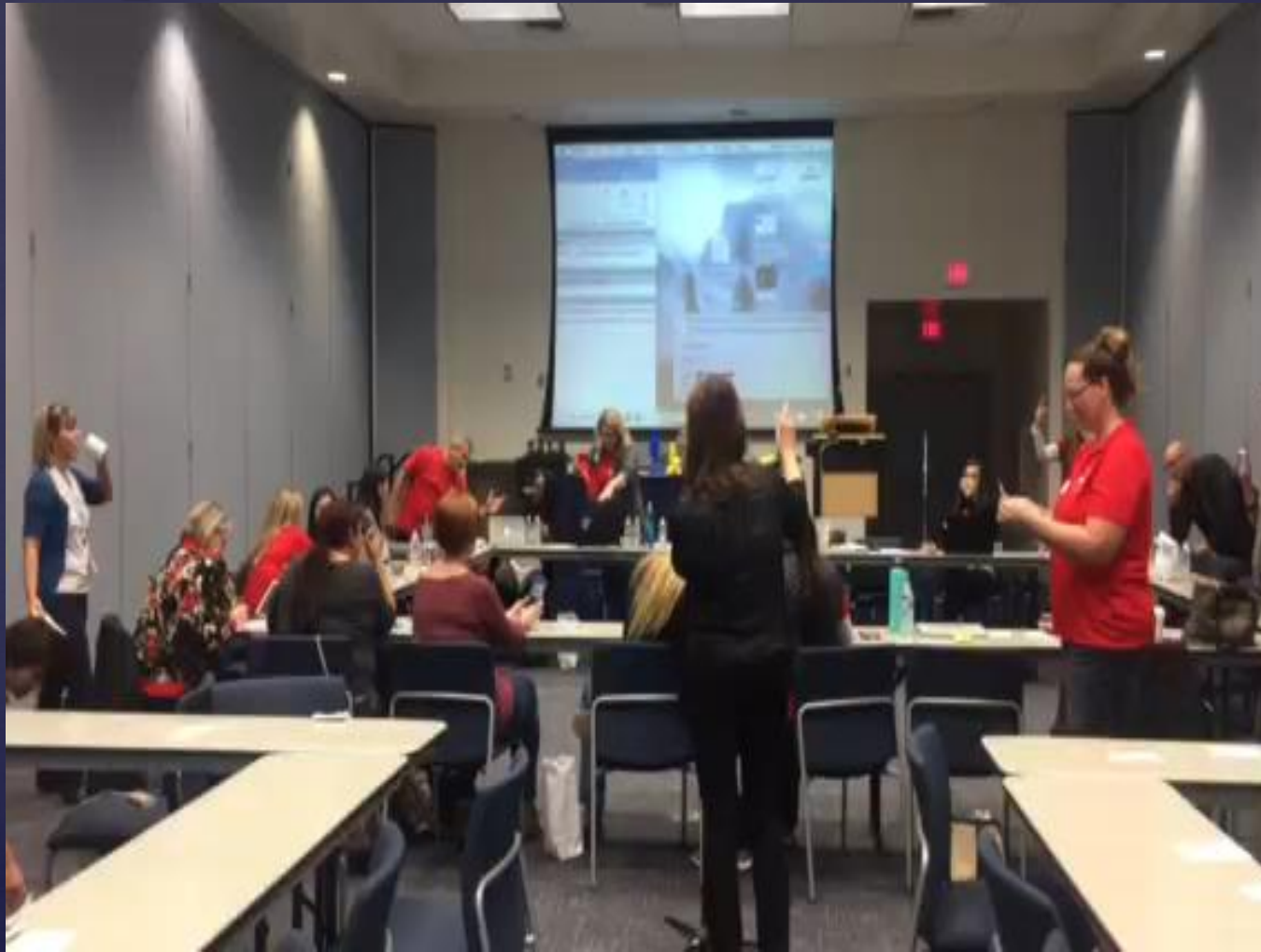




CAPTAIN X  
One year  
later...



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 our very  
own  
CAPTAIN X products



# We created our own BROCHURE

### Who We Serve

### RESOURCES

CAPTAIN Website  
[www.captain.ca.gov](http://www.captain.ca.gov)

Autism Focused Intervention Resources and Modules (AFIRM)  
[afirm.fpg.unc.edu](http://afirm.fpg.unc.edu)

The National Professional Development Center  
[npsc.fpg.unc.edu/](http://npsc.fpg.unc.edu/)

National Autism Center  
[www.nationalautismcenter.org](http://www.nationalautismcenter.org)

ASD Toddler Initiative  
<http://asdtoddler.fpg.unc.edu/>

The Center on Secondary Education for Students with Autism Spectrum Disorders  
<http://cseas.fpg.unc.edu/>

California Autism Professional Training and Information Network Region 10

[captainxebps@gmail.com](mailto:captainxebps@gmail.com)

[captain\\_x](https://www.facebook.com/CAPTAINXEBPs)

### WHAT IS CAPTAIN X?

CAPTAIN is a multiagency network developed to support understanding and use of Evidence Based Practices (EBPs) for individuals affected by Autism Spectrum Disorder (ASD) across the state.

CAPTAIN X is a local chapter of CAPTAIN.

### ABOUT OUR MEMBERS:

CAPTAIN X Region 10 is a local group of autism professionals comprised of staff members employed by Special Education Local Plan Areas (SELPA), Regional Centers, and Family Resource Centers (FRCs). This group meets through the CAPTAIN annual summit so that they can provide local training implementation coaching, cross-agency collaboration, and dissemination of the EBPs at the local level. Capt members have access to the National Professional Development Center on Autism Spectrum Disorders (NPDCA) and CAPTAIN training materials and will assist with the statewide distribution of the EBPs by providing support and training locally.

**CORONA-NORCO UNIFIED SCHOOL DISTRICT (CN)**

- Deann Montague, EBPA
- Leann Miller, EBPA
- Monique Walker, School District EBPA
- Wendy Walker, School District

**WEST END SPECIAL EDUCATION LOCAL PLAN AREA (WELPA)**

- Shirley County Office of Education
- Shirley County Office of Education
- Shirley County Office of Education
- Shirley County Office of Education
- Shirley County Office of Education

**INLAND REGIONAL CENTER (IRC)**

- Deann Montague, EBPA
- Leann Miller, EBPA
- Monique Walker, School District EBPA
- Wendy Walker, School District

**IMDO COUNTY SUPERINTENDENT OF SCHOOLS**

- Deann Montague, EBPA
- Leann Miller, EBPA
- Monique Walker, School District EBPA
- Wendy Walker, School District

## A Quién Servimos

## RECURSOS

Sitio Web de CAPTAIN  
[www.captain.ca.gov](http://www.captain.ca.gov)

Intervención Basada en el Autismo Módulos y Recursos (AFIRM)  
[afirm.fpg.unc.edu](http://afirm.fpg.unc.edu)

Centro Nacional de Desarrollo Profesional  
[autismcdc.fpg.unc.edu/](http://autismcdc.fpg.unc.edu/)

Centro Nacional de Autismo  
[www.nationalautismcenter.org](http://www.nationalautismcenter.org)

La Iniciativa SD para Niños Pequeños  
<http://asdtoddler.fpg.unc.edu/>

Conozca los Signos - Actúe Temprano  
<http://www.cdc.gov/ncbddd/actearly/index.html>

Centro de Educación Secundaria para Alumnos con Trastornos del Espectro Autista  
<http://cseas.fpg.unc.edu/>

**INYO COUNTY SUPERINTENDENT OF SCHOOLS**

## RECURSOS

Sitio Web de CAPTAIN  
[www.captain.ca.gov](http://www.captain.ca.gov)

Intervención Basada en el Autismo Módulos y Recursos (AFIRM)  
[afirm.fpg.unc.edu](http://afirm.fpg.unc.edu)

Centro Nacional de Desarrollo Profesional  
[autismcdc.fpg.unc.edu/](http://autismcdc.fpg.unc.edu/)

Centro Nacional de Autismo  
[www.nationalautismcenter.org](http://www.nationalautismcenter.org)

La Iniciativa SD para Niños Pequeños  
<http://asdtoddler.fpg.unc.edu/>

Conozca los Signos - Actúe Temprano  
<http://www.cdc.gov/ncbddd/actearly/index.html>

Centro de Educación Secundaria para Alumnos con Trastornos del Espectro Autista  
<http://cseas.fpg.unc.edu/>

**INYO COUNTY SUPERINTENDENT OF SCHOOLS**

## CAPTAIN X

## Región 10

Capacitación Profesional en Autismo y Red de Información de California

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

[captainxebps@gmail.com](mailto:captainxebps@gmail.com)

[captain\\_x](https://www.instagram.com/captain_x)



## 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.sbcsud.k12.ca.us/index.aspx?NID=2858](http://www.sbcsud.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 x83500 • [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 3  
April 2016

### SPRING EDITION

Spring can be a challenging season for many students with autism.

Routines are often disrupted due to spring break schedules and the time change.



#### ROUTINES AND AUTISM

Many individuals with Autism Spectrum Disorder (ASD) may have difficulty processing information around them. Moreover, communicating their needs can be challenging when they are highly stressed.

One way many of them cope with changes in their surroundings is by engaging in ritualistic behaviors (such as scripting, echolalia, hand flapping, etc.) Somehow, these help reduce their stress and anxiety because it allows them to have some sense of control their environment.



## CAPTAIN X Newsletter

Volume 4  
October 2017

### FALL EDITION

Halloween is a holiday full of imagination, excitement and fun! But for children with autism, the change in routine, energy and excitement can be difficult to handle. Traditions like wearing a costume, going trick-or-treating or even hearing the doorbell ring repeatedly may be upsetting.

Consider the following tips and tricks to help our kids participate successfully in fall activities.



#### Prior to Halloween:

- Try on costumes before Halloween. If the costume is uncomfortable or doesn't fit right, it may cause unnecessary distress and ruin their fun.
  - If traditional costumes seem distressing, consider a costume that fits over your child's regular clothes, such as butterfly wings or a cape.
- Provide step-by-step instructions for how trick-or-treating works and practice. Consider utilizing video modeling (one of our featured EBPs) and/or role playing to practice prior to the big day.

#### Halloween Day:

- Know your child's limits and do only what he or she can handle.
- Take your child to an activity in the community, such as a school festival or a neighbor





# CAPTAIN X

## Boletín Informativo

Volumen 4  
Octubre, 2017

## EDICIÓN DE OTOÑO

¡Halloween es una fiesta llena de imaginación, alegría y diversión! Pero para los niños con autismo, el cambio en la rutina, la energía y la alegría puede ser difícil de manejar. Tradiciones como el usar un disfraz, ir a pedir dulces o el sonido del timbre de la puerta muchas veces puede ser molesto.

Considere los siguientes trucos y consejos para ayudar a nuestros niños a participar exitosamente en las actividades de otoño.



### Antes del Halloween:

- Pruebe los disfraces antes de Halloween. Si el disfraz es incómodo o no queda bien, puede causar una angustia innecesaria y arruinar la diversión.
  - Si los disfraces tradicionales causan molestia, considere un disfraz que se ponga sobre la ropa regular de su niño, tal como alas de mariposa o una capa.
- Proporcione indicaciones paso a paso para ver cómo funciona el pedir dulces y practíquelas. Considere utilizar el video modelaje (uno de nuestros artículos de EBP) y desempeñar un papel para practicar antes del gran día.

### El Día de Halloween:

- Conozca los límites de su niño y no más haga lo que él o ella pueda controlar.
- Lleve a su niño a una actividad en la comunidad, tal como un festival escolar o en el vecindario.

## RECURSOS

### La intervención del comportamiento cognitivo:

#### Sitios Web:

- Anderson, C. (2012). Cognitive Behavioral Therapy and Autism Spectrum Disorders. *Ian Community. (Terapia del Comportamiento Cognitivo y Trastorno del Espectro Autista. Comunidad de Ian)*. Extraído el 15 de febrero de 2017 del: <http://www.pathfindersforautism.org/articles/view/parent-tips-cognitive-behavioral-therapy>
- Chasson, G. (2011). Parent Tips: Cognitive-Behavioral Therapy. *Consejos para Padres: Terapia del Comportamiento Cognitivo. Pathfinders for Autism*. Extraído el 15 de febrero de 2017 del: <http://www.pathfindersforautism.org/articles/view/parent-tips-cognitive-behavioral-therapy>
- Creed, T. (2015). An Introduction to CBT for people with an Autism Spectrum Disorder. (Una Introducción al CBT para personas con Trastorno del Espectro Autista). *Beck Institute*. Extraído el 15 de febrero de 2017 del: <https://www.beckinstitute.org/an-introduction-to-cbt-for-people-with-an-autism-spectrum-disorder/>
- Gilmore, H. (2016). Cognitive Behavioral Interventions for Children with Autism Spectrum Disorder (Intervenciones del Comportamiento Cognitivo para Niños con Autismo). (ASD). *Psych Central*. Extraído el 15 de febrero de 2017 del: <https://pro.psychcentral.com/child-therapist/2016/01/cognitive-behavioral-interventions-for-children-with-autism-spectrum-disorder-asd/>

### VIDEO DE MODELAJE:

Ejemplos de video de modelaje para sacar la basura y lavarse las manos:

[http://www.autisminternetmodules.org/mod\\_view.php?nav\\_id=1407](http://www.autisminternetmodules.org/mod_view.php?nav_id=1407)

Ejemplos de video de modelaje para varias actividades sociales:

<https://www.youtube.com/user/EverydaySpeech/videos>





Region 10 Autism Committee and CAPTAIN X present...

## The 3<sup>rd</sup> Annual Regional Autism Conference

**Access for All!**

**Inclusion: Ensuring Equal Access for Students with Autism**

Educators, Families &  
Caregivers of  
Individuals with Autism

April 18, 2017

Central Park  
11200 Baseline Rd.  
Rancho Cucamonga, CA 91701

\$60 per person  
Includes Breakfast, Lunch and  
Choice of 2 Breakout Sessions

Registration & Breakfast  
8:00 – 8:30 a.m.  
Conference  
8:30 a.m. – 4:00 p.m.

Sign up early,  
space is limited!

Registration Deadline  
April 7, 2017

### REGISTRATION:

<https://sbccs.k12oms.org/52-126269>

Providing equal opportunities for students with autism begins by providing equal access to typical environments. Research shows that children with autism, who are taught in typical settings, learn to function in typical settings. This all day conference is intended to increase participants' understanding of evidenced-based practices (EBPs) that can be used to help individuals with autism be successful in inclusive settings. Participants will gain ideas and strategies, based on current research, to support individuals with autism in being integrated, active members of society and achieve improved quality of life.

#### KEYNOTE SPEAKER: Cathy Wyman, BCBA, Inclusion Specialist



Cathy began her career in 1998 and has worked as an Autism Specialist, Classroom Teacher for Individuals with autism, Autism and Behavior Program Specialist, and currently works as an Inclusion Support Specialist for Individuals with autism and other disabilities who are educated in full inclusion settings. Cathy relies heavily on evidence-based practices to improve the social and academic behavior of her students and believes that all students have the potential to learn skills to become functional members of the classroom and community.

#### Back by popular demand!

We are excited to provide a panel discussion including adults with autism who will provide firsthand accounts of their experience dealing with the challenges of ASD.

#### Five breakout sessions will be offered:

- Evidence-Based Practices (EBPs) 101
- Reducing Barriers to Access
- Using Self-Monitoring to Open Doors for Students with ASD
- Using Assistive Technology to Better Access Curriculum
- Pivotal Response Treatment (PRT)

Focus will be placed on using evidence-based practices (EBPs) to facilitate inclusion for individuals with autism from pre-k to adulthood across settings.

Please send checks payable to SBCCS to the Desert/Mountain SELPA, c/o Julie Wheeler, 17800 Highway 18, Apple Valley, CA 92307. Purchase orders may be faxed to (760) 242-6383, attention: Julie Wheeler. Cancellations will be accepted through April 7, 2017 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) 955-3502.

# 3<sup>rd</sup> Annual Regional Autism Conference







## The 3<sup>rd</sup> Annual Regional Autism Conference

### Agenda

8:00 – 8:30	Registration & Breakfast	<i>Big Horn</i>
8:30 – 8:45	Introduction to Keynote	<i>Rancho Hall</i>
8:45- 10:15	Keynote	<i>Rancho Hall</i>
10:30 – 11:45	Breakout Sessions (4) Evidence-Based Practices 101 Using Self-Monitoring to Open Doors Reducing Barriers to Access Using Assistive Technology for Better Access	<i>Etiwanda</i> <i>Cucamonga</i> <i>Alta Loma</i> <i>Creative Corner</i>
11:45 – 12:45	Lunch	<i>Hallway</i>
12:24 – 2:00	Breakout Sessions (4) Pivotal Response Treatment Using Self-Monitoring to Open Doors Reducing Barriers to Access Using Assistive Technology for Better Access	<i>Etiwanda</i> <i>Cucamonga</i> <i>Alta Loma</i> <i>Creative Corner</i>
2:15 – 3:15	Panel Discussion	<i>Rancho Hall</i>
3:15 – 3:30	Closing, Raffle & Evaluations	<i>Rancho Hall</i>

# We had 226 participants & 5 EBP Breakout Sessions







Morning Keynote Speaker:  
Cathy Wyman  
(CAPTAIN Leader)



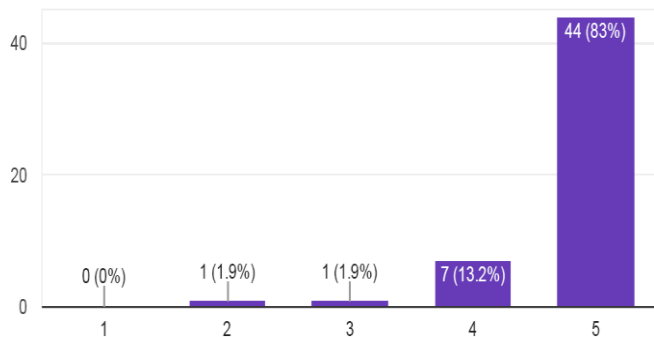
# Autism Panel Discussion: Young Adults with Autism

## CAPTAIN 3rd Annual Regional Autism Conference Survey- Panel and Overall

53 responses

Overall, the panel discussion was

53 responses



Questions for Panel 9/28

During your personal experiences in the school setting, what would you have liked the professionals working with you at the time to have known?

What were your biggest fears in school? Did those fears change as you grew older? What are your biggest fears now?

Can you explain why you may use scripting, echolalia, and self-stimulatory behaviors? How should these behaviors be addressed?

What are your thoughts on recess support? Do you wish you had it? If you did have it, was it helpful? Why or why not?

During unstructured activities such as recess and lunch, if you were not involved with peers did you feel lonely and wish you had interaction or did you enjoy the time to be by yourself?

Did any of you participate in "social skills training/groups" and if so how were you able to generalize the skills taught to you in a small group setting and apply them to a larger group?

What aspects of your school career best prepared you for 'adulthood' (i.e., holding a job, independent living skills, etc.) and why?

What was the most difficult part of getting and learning the skills of a new job? How or what would be the best way to transition young adults into the work place from high school placement?

What would you consider to be your greatest achievement thus far? How were you able to achieve it? And what/who made/had the greatest impact on you while you were in the process?

As young adults with autism, what services or programs would you like to see more of to support the growing number of young adults with autism?



# Our Conference App & Online Evaluation Links

**SCHED** for Regional Autism Conference

8:00am  Registration

8:30am  Keynote Address

10:30am  Evidence Based Practices 101  Reducing Barriers To Access

Using Assistive Technology For Better Access To Curriculum

Using Self-Monitoring To Open Doors For Students With ASD

11:45am  Lunch

12:45pm  PRT (Pivotal Response Treatment)  Reducing Barriers To Access

Using Assistive Technology For Better Access To Curriculum

Using Self-Monitoring To Open Doors For Students With ASD

2:15pm  Afternoon Keynote: Panel Discussion

3:15pm  Closing, Raffle, and Evaluations

Filter By Venue  
Central Park, Rancho Cucamonga, CA, United States

Filter By Type  
● Afternoon Keynote  
● Breakout Session AM  
● Breakout Session PM  
● Closing  
● Keynote  
● Lunch  
● Registration  
★ Popular

Recently Active Attendees  
C TG  
LT L  
AS More →

Tuesday, April 18 • 8:30am - 10:15am

Keynote Address  Edit  Speaker Tools

Click here to remove from My Sched.

<http://sched.co/AF3g> Tweet Share

Feedback Survey

Providing equal opportunities for students with autism begins by providing equal opportunities for students with autism in typical settings. Research shows that children with autism, who are in typical settings. Cathy will share ideas to help increase participants' practices (EBPs) that can be used to help individuals with autism be active members of society and achieve improved quality of life.

We Went Green... here's the link

<https://regionalautismconference2017.sched.com/>







### 3<sup>rd</sup> Annual Regional Autism Conference - Presented by CAPTAIN X Resource Booth Application

Please fill out the following information and return it to the Temecula Valley Unified School District SELPA by Friday March 17th, 2017. Setup time is 8:00 a.m. and tear down will be 1:30 p.m. on the day of the event—Tuesday April 18th, 2017. We will attempt to meet your equipment needs. Equipment provided by us is based on availability on a first-come, first-served basis. Lunch will be provided - max. 2 per booth. Thank you so much for your participation and time!

**Location:** Central Park Community Center  
11200 Baseline Rd, Rancho Cucamonga, CA 91701

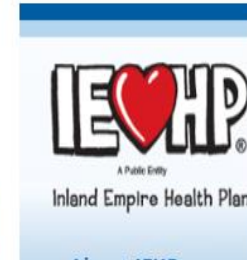
Company/Organization Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Number of People Attending: \_\_\_\_\_



# Resource Booths





# Community Outreach



UNIVERSITY OF

Redlands



SAVE THE DATE

Reserve el Día



**Fiesta Educativa**  
**12<sup>th</sup> Annual Conference**  
**12<sup>a</sup> Conferencia Anual**

This conference is in Spanish / Esta conferencia es en español

**No children allowed! / ¡No se permiten niños!**

**Mark your calendar**  
**Marque su Calendario**

**October 28, 2017**

**Registration / Registración**

**9:00 - 10:00 AM**

**Central Park**

**11200 Base Line Road**

**Rancho Cucamonga, Ca 91701**

**Registration Required! / ¡Requiere Registración!**

**For further information / Para mas información:**

**Contact your consumer services coordinator**

**Corrdinador(a) de servicios del consumidor de IRC**

# Community Outreach

## Evidence-Based Practices (EBPs): What are they?

Presented by: Jennifer Rountree



Goal Tracking Spreadsheet ☆ 🔄

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

60% \$ % .0 .00 123 Arial 10 B I A

	A	B	C	D	E
1	Date	Title	Audience	Member	Goal?
2	9/9/17	EBPs for Parents	Parents	Parker	Parent Trainings
3	March 4, 2017	Fiesta Educativa: Helping Parents Overcome Challenges using Evidence-Based Practices	Parents	Awit	Parent Trainings
4	4/11/17 & 11/30/17	Prompting	Educators	Jennifer R	EBP Training
5	12/14/16 & 3/24/17	Video Modeling	Educators	Jennifer R	EBP Training
6	1/24/17	ASD & EBP Overview	Parents & Educators	Jennifer R	Overview Training
7	8/29/16 - 10/15/16	PEERS Cohort #1 (Weekly)	Teens & Parents	Jennifer R	EBP Training/Coaching
8	2/16/17 - 8/8/17	PEERS Cohort #2 (Weekly)	Teens & Parents	Jennifer R	EBP Training/Coaching
9	6/19/17 - 7/19/17	PEERS Day Camp (2x weekly)	Teens	Jennifer R	EBP Training/Coaching
10	1/31/17	Autism & Social Understanding	Educators & Parents	Jennifer R	EBP Training
11	2/24/17	Autism & Behavior	Educators & Parents	Jennifer R	EBP Training
12	3/21/17	Helping Students with Autism Access the Curriculum	Educators	Jennifer R	EBP Training
13	6/8/17 & 6/7/17	Structured Teaching - Visual Supports	Educators	Jennifer R, Jen P & Corine	EBP Training
14	9/15/17	Autism and Behavior	Job Coaches and Teachers	Missy Joe	EBP Training
15	3/10/17	ASD & EBP Overview	Educators	Nicole R	EBP Training
16	3/16/17	ASD & EBP Overview	Educators	Nicole R	EBP Training
17	3/13/17	Learn the Signs. Act Early	Professionals	Mariza H.	FRC Goal
18	9/15/17	What are EBPs - Parent training	Parents	Maria M	Parent Trainings
19	10/26/17	Fiesta Educativa: Evidence-Based Practice Overview	Parents	Jennifer R	Parent Trainings
20	11/7/17	Autism for Paraprofessionals: Behavior, Communication & Social Understanding	Educators	Jennifer R	EBP Training & ASD Overview
21	11/17/17	Autism for Paraprofessionals: Behavior, Communication & Social Understanding	Educators	Jennifer R & Sheila Paraisan	EBP Training & ASD Overview
22	8/16/17 - 12/12/17	PEERS Cohort #3 (Weekly)	Teens & Parents	Jennifer R	EBP Training/Coaching
23	4/19/17	3rd Annual Regional Autism Conference: Access for All	Educators, Families	CAPTAIN X Conference Com	EBP Training
24	9/25/17 & 9/27/17	Structured Teaching - Visual Supports	Educators	Jennifer R, Jen P & Corine	EBP Training
25	11/29/17	Visual Supports	Educators	Jennifer R	EBP Training
26	10/26/17 & 11/16/17	Social Skills Group Training	Educators & Clinicians	Jennifer R	EBP Training
27	11/14/17	Overview of EBPs- BTSA Induction Program	Educators	Nicole R	EBP Training
28	11/7/17	Using EBPs in the Classroom	Educators	Nicole R	EBP Training
29	8/31/17	Autism Training- Behavior and Reinforcement	Educators	Julie W	EBP Training
30	11/2/17	Crafting Connections (Autism Partnership)	Educators	Julie W	EBP Training
31	9/27/17	Autism Program-	Paraprofessionals	Julie W	EBP Training
32	9/29/17	Instructional Assistant & Teaching Behavior	Paraprofessionals	Julie W	EBP Training
33	10/9/17	General Information	Educators	Julie W	EBP Training
34	9/29/17	Preschool Instructional Assistants	Paraprofessionals	Julie W	EBP Training
35	1/9/17-1/31/17	Daily 1 hr Classroom training	Classroom Staff	Julie W	EBP Training
36	9/29/17	General Autism Training- General Education	Educators	Julie W	EBP Training
37	10-12-17	Prompting	Paraprofessionals	Joseph T, Jen P	EBP Training
38	10-13-17	Reinforcement	Paraprofessionals	Jen P	EBP Training
39	10-19-17	Task Analysis	Paraprofessionals	Missy V	EBP Training
40	10-20-17	Modeling and Naturalistic Intervention	Paraprofessionals	Jen P	EBP Training
41	9-15-17	Overview of EBPs	Parents	Maria M	EBP Training
42	1/9/17, 1/11/17	ABI, Reinforcement, Visual Supports	ERMS Counselors	Corine SK	EBP Training
43	1/9/17	ABI, Reinforcement, Visual Supports	Educators	Corine SK	EBP Training
44	1/20/17	ABI, Reinforcement, Visual Supports	Educators	Corine SK	EBP Training
45	1/19/17	ABI, Reinforcement, Visual Supports	Staff	Corine SK, Elaine S	EBP Training
46	1/26/17-3/2/17	ABI, Reinforcement, Visual Supports, DRA10 DTT, Extinction	Staff	Corine SK, Elaine S	EBP Training
47	2/3/17, 3/3/17	ABI, Reinforcement, Visual Supports, Task Analysis	Psychologists	Corine SK	EBP Training
48	3/9/17	ABI, Reinforcement, Visual Supports, Task Analysis	Staff	Corine SK	EBP Training
49	11/2/17	ABI, Reinforcement, Visual Supports	Staff	Corine SK, Jen P	EBP Training
50	8-14-17	Behavioral Treatment Package	Staff	Philip W	EBP Training
51	9-17-17	Autism and EBP Overview	Adult Bridges Staff	Philip W	EBP Training
52	10-11-17	Autism- Best Practices and EBPs	Staff	Philip W	EBP Training
53	10-17-17	Autism Overview	Parents	Philip W	EBP Training
54	11-14-17	Autism- Best Practices and EBPs	Parents	Philip W	EBP Training
55	10-17	ABI, Reinforcement	Staff	Elaine S	EBP Training
56	08-17	ABI, Reinforcement	Staff	Elaine S	EBP Training
57	10-10-17	Autism Overview	Paraprofessional	Joseph T	EBP Training

# Trainings, Trainings, More Trainings & Coaching

Spreadsheet ☆ 🔄

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

60% \$ % .0 .00 123 Arial 10 B I

	C	D
TEACHER COACHED	EBP	CAPTAIN RESOURCE USED
harris	DTT	Training and Confidence Survey & Coaching Log
Savaglio	Task Analysis	Training and Confidence Survey & Coaching Log
harris, K Stark	Functional Communication	Training and Confidence Survey & Coaching Log
harris	DTT	Training and Confidence Survey & Coaching Log
harris	DTT	Training and Confidence Survey & Coaching Log
Savaglio	Task Analysis	Training and Confidence Survey & Coaching Log
harris, K Stark	Functional Communication	Training and Confidence Survey & Coaching Log
harris	DTT & Functional Communication	Training and Confidence Survey & Coaching Log
S Fisher	Visual Support	Training and Confidence Survey & Coaching Log
K Arellano	Visual Support	Training and Confidence Survey & Coaching Log
do	Social Narratives, ABI, Visual Supports, Prompting, Extinction	Classroom Observation & Coaching Log
	DTT, Task Analysis, Functional Communication, Prompting, Extinction	Classroom Observation & Coaching Log
in	ABI, Extinction, Prompting, Visual Supports	Classroom Observation & Coaching Log
	Visual Supports, Task Analysis, Social Narratives, Video Modeling	Training and Confidence Survey & Observation
ver Valley USD	Prompting, Reinforcement, Visual Supports	Training and Confidence Survey, Observation





Overview of National Professional Development Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)\*

Full Report available at <http://autismpdc.fyg.unc.edu/sites/autismpdc.fyg.unc.edu/files/2014-EBP-Report.pdf>

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																								
	Social		Comm.		Beh.		Joint Attn.		Play		Cog.		School Ready		Acad.		Motor		Adapt.		Voc.		Mental Health		
	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	
<b>Pivotal Response Training (PRT):</b> Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Prompting (PP):</b> Verbal, gestural, or physical assistance that supports skill acquisition	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Reinforcement (R+):</b> A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Response Interruption/Redirection (RIR):</b> Use of prompts or distractors during an interfering behavior that diverts attention and reduces the behavior	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Scripting (SC):</b> A verbal or written model of a skill or situation that is practiced before use in context	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Self Management (SM):</b> Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Social Narratives (SN):</b> Descriptions of social situations with examples of appropriate responding	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Social Skills Training (SST):</b> Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Structured Play Group (SPG):</b> Adult lead small group activities that include typically developing peers and use prompting to support performance	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Task Analysis (TA):</b> The process of breaking a skill into small steps that are systematically chained together	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Technology-Aided Instruction and Intervention (TAII):</b> Intervention using technology as a critical feature	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Time Delay (TD):</b> Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Video Modeling (VM):</b> A video recording of a targeted skill that is used to assist in learning	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
<b>Visual Support (VS):</b> Visual display that supports independent skill use.	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green

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






# CAPTAIN X Meetings



Google Drive Search Drive

NEW Shared with me > CAPTAIN X

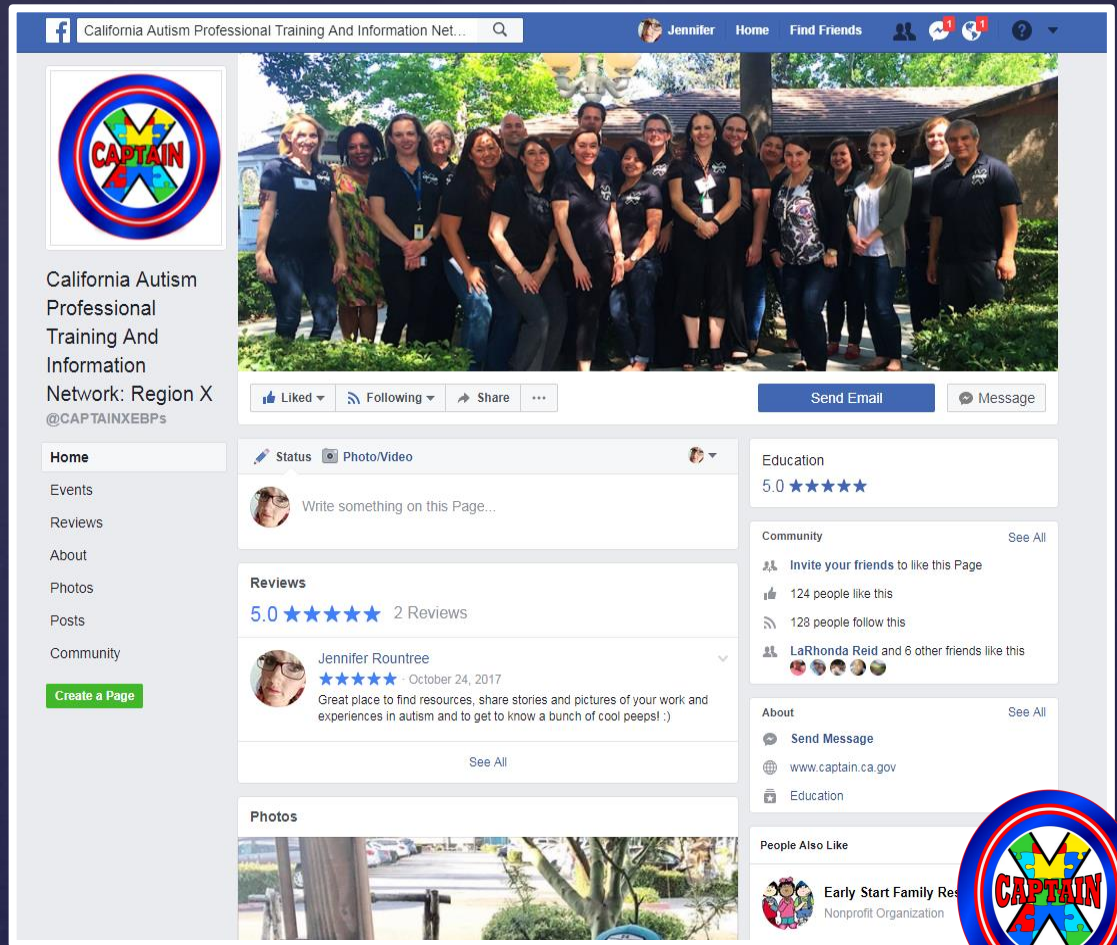
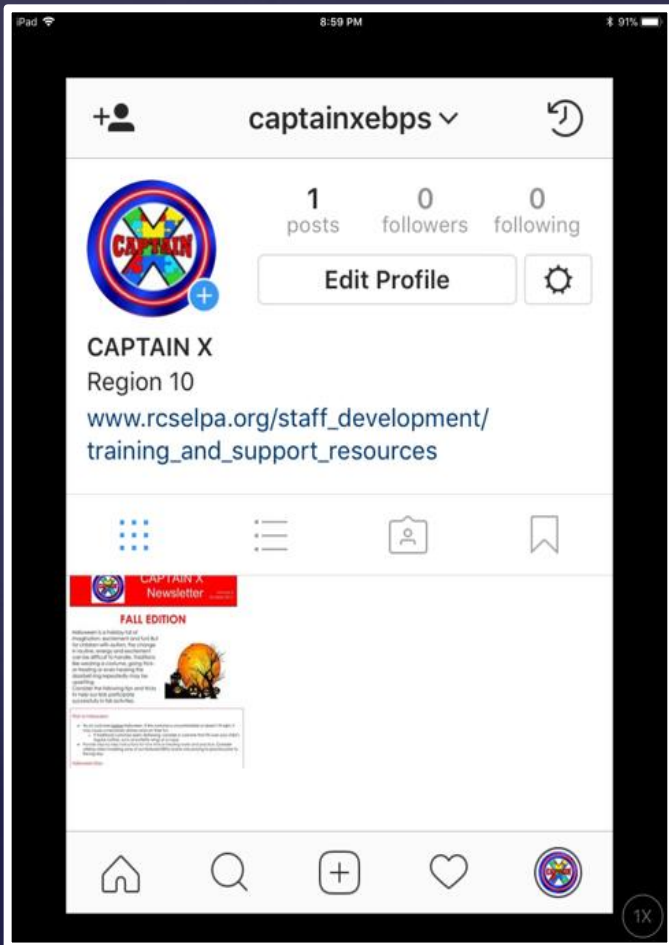
Name	Owner	Last modified	File size
Newsletters	me	Nov 13, 2017	me
Goal Tracking Spreadsheet	Jennifer Parker	2:38 PM Nicole Robertson	-
Conference committee mtg 10.10.17	Comrie Szarvas k...	Oct 10, 2017	Comrie Szarvas k...
CAPTAIN X updated cadre members 2017.docx	Elaine Sun	Sep 13, 2017	ELAINE SUN
CAPTAIN X updated cadre members 2017.docx	Jennifer Parker	Mar 15, 2017	Jennifer Parker 201 KB
CAPTAIN X Training Log.docx	Katie Paci	12:54 PM Katie Paci	-
CAPTAIN X Training Log.docx	IBI ROOE	1:32 PM IBI ROOE	-
CAPTAIN X Training Log.docx	Nicole Robertson	Sep 11, 2017	Nicole Robertson 34 KB
CAPTAIN X Regional Planning Form 16.17.pdf	Nicole Robertson	Mar 14, 2017	Nicole Robertson -
CAPTAIN X Regional Planning Form 16.17.pdf	Jennifer Parker	Mar 14, 2017	Jennifer Parker 377 KB
CAPTAIN X Quarterly Mtg Notes 3.14.17.docx	Katie Paci	1:09 PM Katie Paci	-
CAPTAIN X Quarterly Mtg Notes 3.14.17.docx	Jennifer Parker	Mar 28, 2017	Jennifer Parker 142 KB
CAPTAIN X Quarterly Meeting Notes 9.12.17	Jennifer Parker	Oct 10, 2017	Comrie Szarvas k...
CAPTAIN X Quarterly Meeting Agenda - September 2017.docx	Allene Stevens		
CAPTAIN X Quarterly Meeting Agenda - September 2017.docx	me		
CAPTAIN X pochta kucha.pptx	Philip Warren	2:09 PM Philip Warren	



Get Backup and Sync for Windows

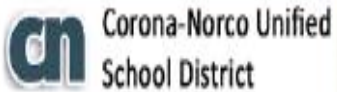
# Follow us on IG & FB:

# CAPTAINXEBPs





# Thank you from CAPTAIN X!



Corona-Norco Unified  
School District



West End  
Special Education  
Local Plan Area  
San Bernardino County Superintendent of Schools



DMSELPA  
District/Morongo Special Education Local Plan Area



Riverside  
County  
Special  
Education  
Local  
Plan  
Area  
(SELPA)



Morongo Unified  
School District



Fontana Unified  
School District



East  
Valley  
SELPA  
Educating Together



SAN BERNARDINO CITY  
UNIFIED SCHOOL DISTRICT



INLAND REGIONAL CENTER  
Creating Strength with Developmental Disabilities in the Inland and Nevada Counties



Early Start Family  
Resource Center



TV  
Tulare Valley Unified School District

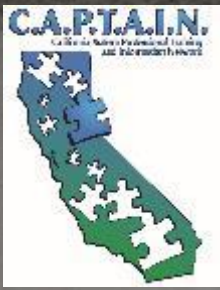


EPU  
Children's Center  
Hope Starts Here



Inyo County  
Superintendent of Schools

INYO COUNTY  
SUPERINTENDENT OF SCHOOLS



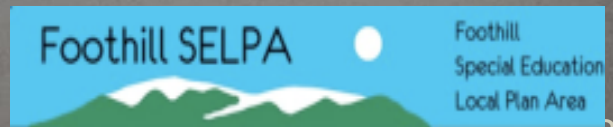
# Expanding the Network

---

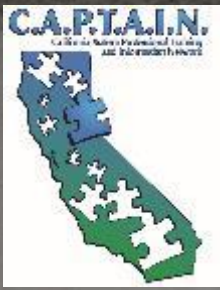
## CAPTAIN LA 1



FRANK D. LANTERMAN  
REGIONAL CENTER







# CAPTAIN LA 1 Regional Meetings

***Lisa Pirruccello  
FDLRC***

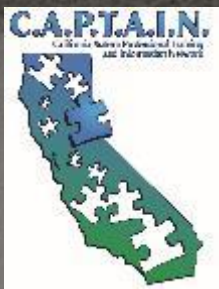
***Christine Karg  
GUSD***

***Jean Johnson  
FDLRC***

***Anjanette Michalopoulos  
BUSD***

***Amy Tseng  
LAUSD***





# Regional Brochure

## Who We Serve



## Resources & Information:

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

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

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

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

ASD Toddler Initiative  
<http://asdtoddler.fpg.unc.edu/>

The Center on Secondary Education for Student with  
 Autism Spectrum Disorders  
<http://cassa.fpg.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

- Providing web based access to materials and resources that are vetted and align with current EBPs.

- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (E.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers)

- Establishing supports that are locally based with trainer of trainers at the local level.

### CAPTAIN L.A. 1 Contacts:

**Foothill SELPA (Burbank Unified Schools)**  
 Anjanette Michalopoulos Early Intervention Specialist

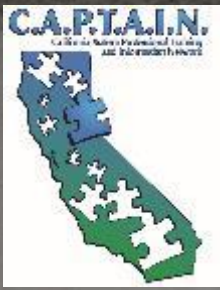
**Foothill SELPA (Glendale Unified Schools)**  
 Christine Karg Psychologist, BCBA

**Frank D. Lanterman Regional Center**  
 Shoghig Dikjian Regional Manager  
 Jean Johnson Clinical Specialist, BCBA  
 Lisa Pirruccello Autism Coordinator

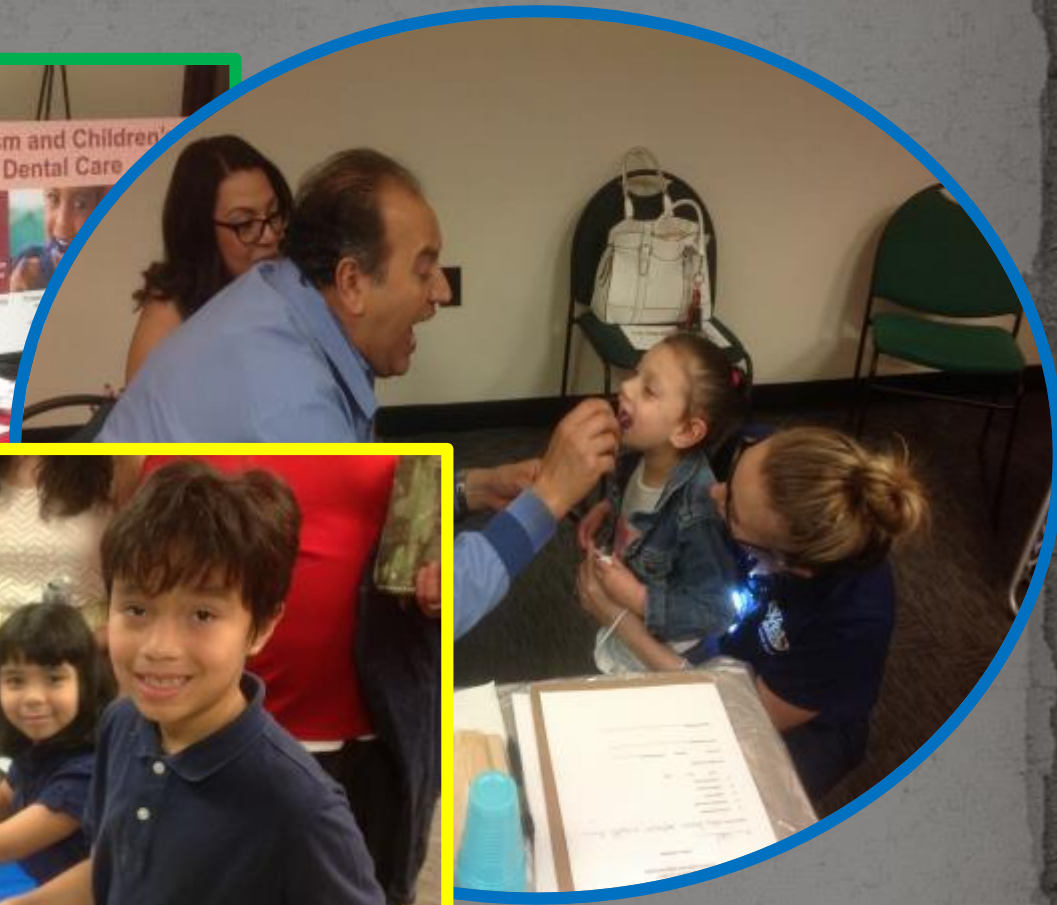
**Los Angeles Unified School District**  
 Timothy Sweeney Career Transition Specialist  
 Amy Tseng Autism Support Teacher

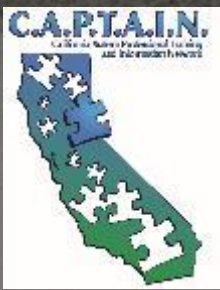
**Pasadena Unified School District**  
 Andrea Gallegos Special Education Teacher  
 Kelly Luna Special Education Teacher  
 Donna Shepard Special Education Teacher





# 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

1	Grab toothbrush
2	Grab toothpaste
3	Open toothpaste
4	Put toothpaste on toothbrush
5	Brush teeth
6	Spit
7	Rinse
8	Put items away

### MAKING IT A HABIT

- ▶ Using visual supports

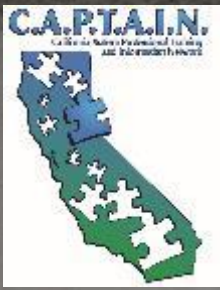
Visual Supports

### REWARDING GOOD HABITS

- ▶ Self-management and rewards

Self - Management





# Make and Take Visual Supports & Task Analyses





# Using Social Narratives



Today I am going to the dentist.  
My family and I will walk to a large brick building.



I will check in at the front desk.



I will have a seat in the waiting room. There are toys there for me to play with.



I will sit in a big chair. It will move and lean back. I have to sit still so the dentist can look at my teeth.



My dentist has to wear a mask, gloves, glasses and a special coat to get ready to look at my teeth.

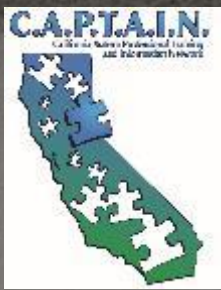


I will open my mouth wide for the dentist to see.

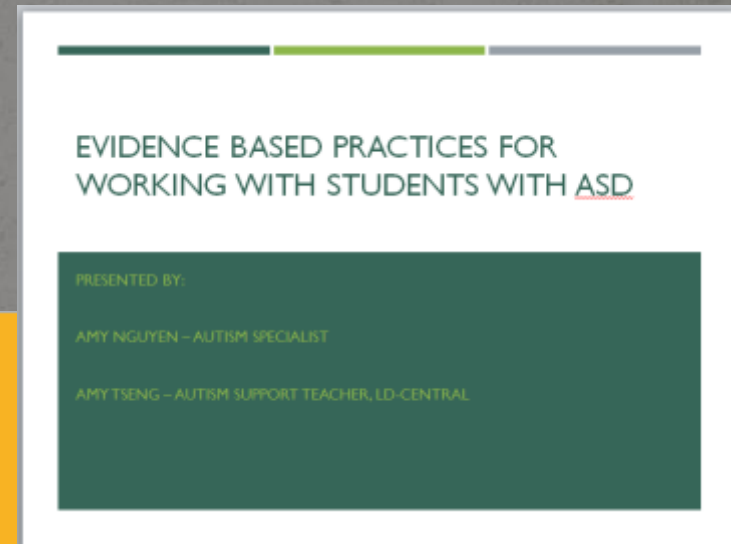
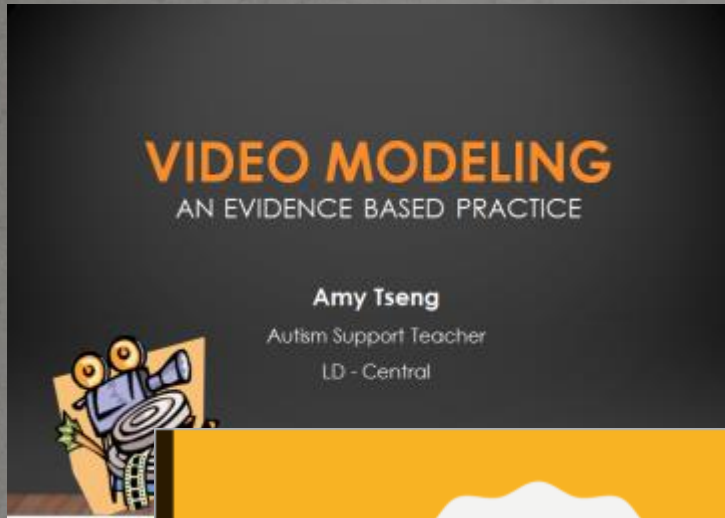


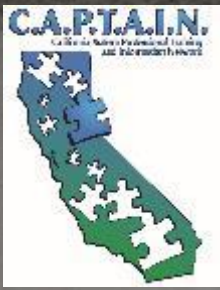
I did a great job at the dentist, and now it is time to leave!





# LAUSD Teacher Training on EBPs

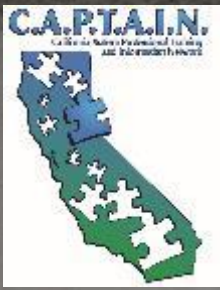




# LAUSD Parent Training Workshops





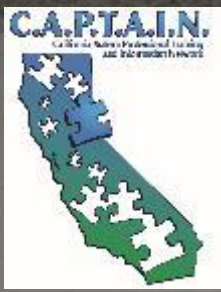


# Expanding Network of Community Stephanie's Day

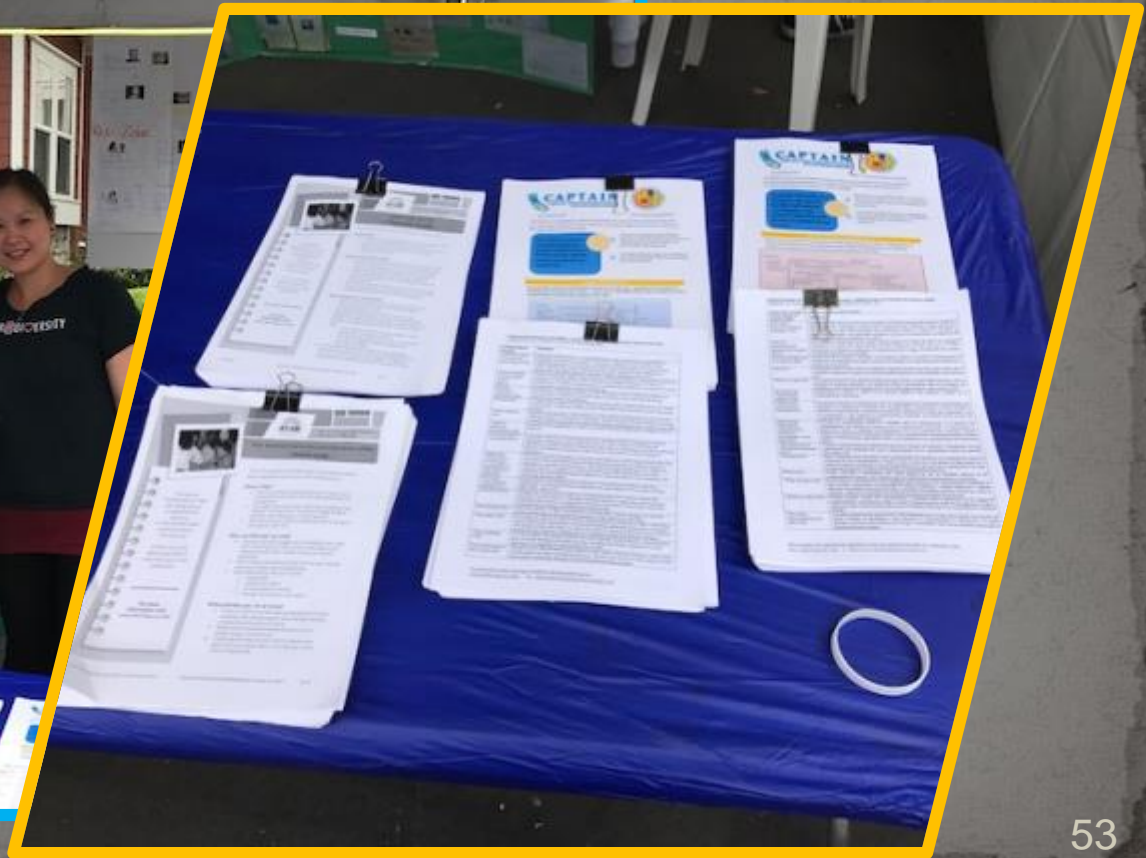


Stephanie's Day is a community fair sponsored by CBS to promote Autism Awareness.





# Expanding Network of Community Stephanie's Day



# Learn the Signs – Act Early



**Your Child's Developmental Milestones**

Check off the milestones your child has reached.

**START HERE**

- Copies sounds.
- Begins to sit with support.

**2 YEARS**

- Says several words.
- Gets eye contact with others.
- Follows simple instructions.
- Kicks a ball.
- Points to things or pictures when they're named.
- Copies or imitates others (like how other children play).

These are just a few milestones your child should reach by age 2.

**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)

**Centers for Disease Control and Prevention**  
 Let's Talk Signs Act Early  
[www.cdc.gov/actearly](http://www.cdc.gov/actearly)  
 1-800-CDC-1070

**Family Resource Center:**  
**Koch-Young Resource Center**  
 3303 Wilshire Blvd. Suite 700  
 Los Angeles, CA 90010  
 800-566-3676  
[www.library.lanterman.org](http://www.library.lanterman.org)

**Special Education Local Plan Areas (SELPA):**  
**Foothill SELPA (Serving Burbank, Glendale, and La Canada Schools)**  
 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  
 818-241-3111 ext. 205  
[www.gusd.net](http://www.gusd.net)

**Los Angeles Unified School District SELPA**  
 333 S. Beaudry Avenue, 17<sup>th</sup> 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)

## Track Your Child's Developmental Milestones



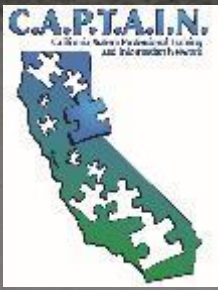
Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

This brochure developed and provided by



Learn the Signs. Act Early.

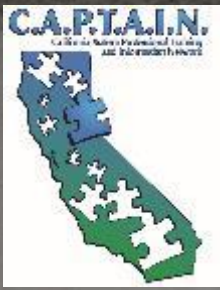




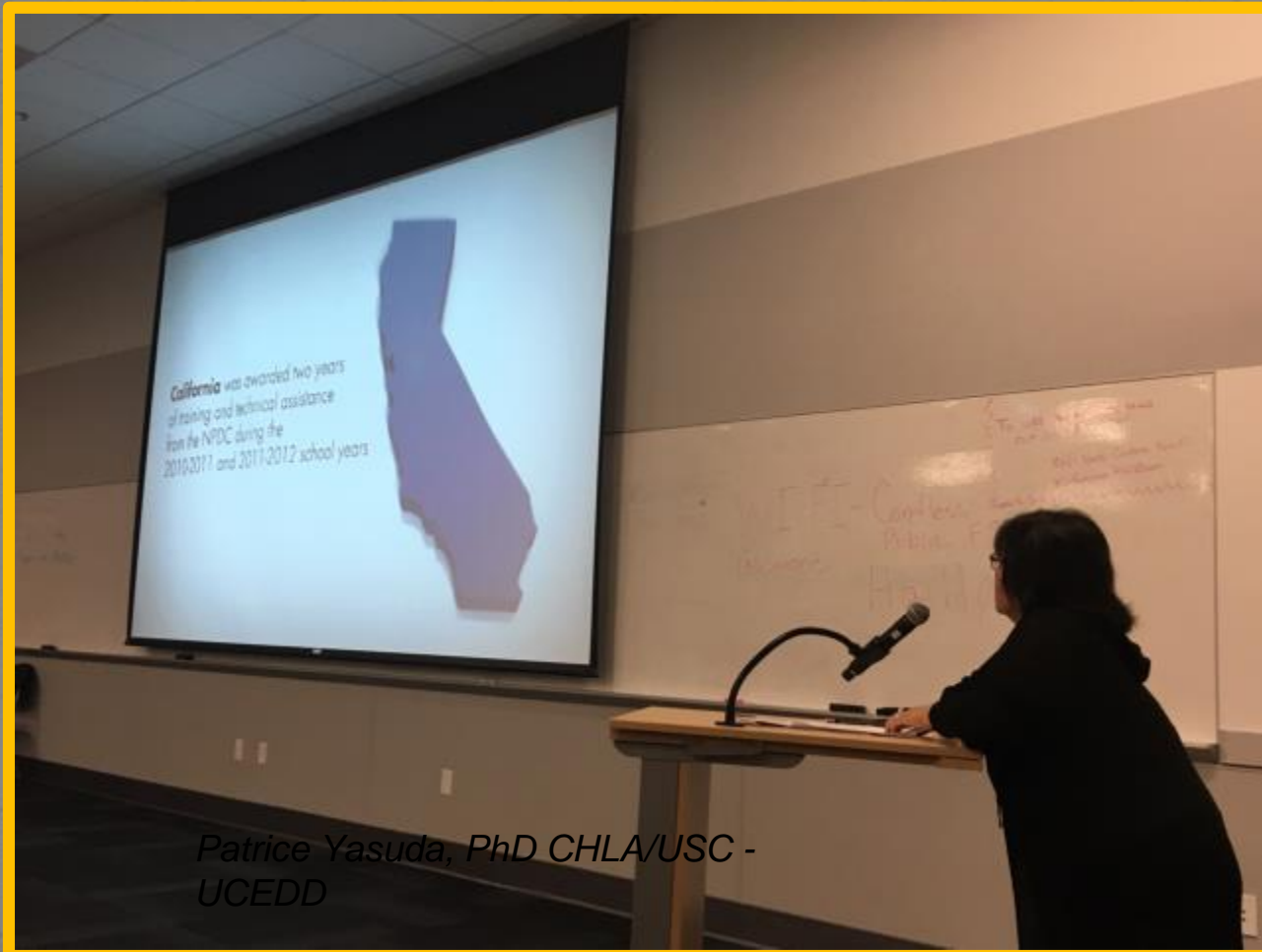
# Second Annual Regional Conference on Evidence Based Practice



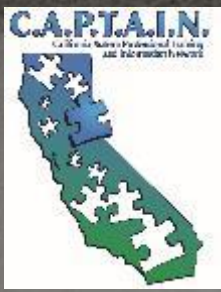




# Introduction to CAPTAIN

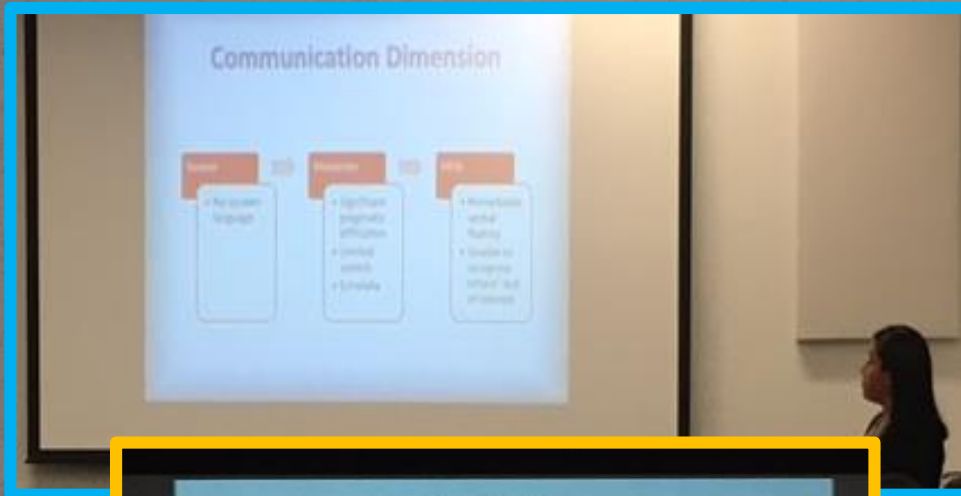


*Patrice Yasuda, PhD CHLA/USC - UCEDD*

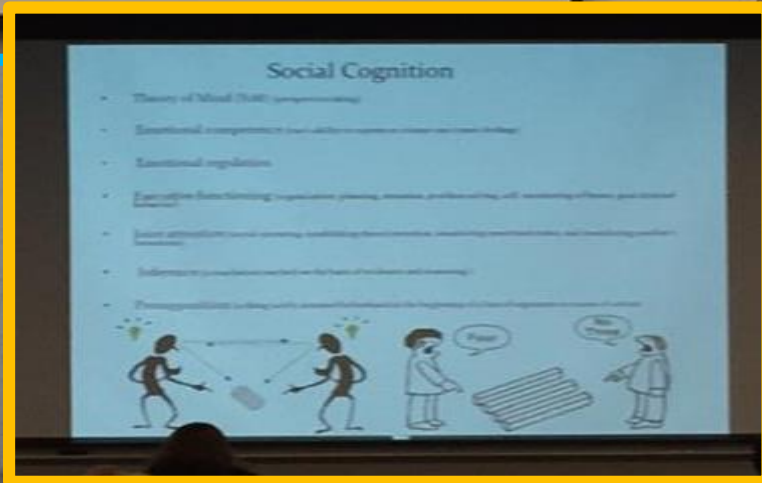


# LAUSD Training on Evidence Based Practices

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

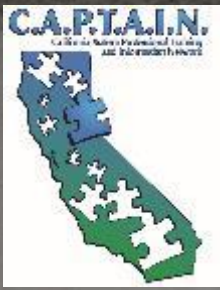


*Self Management*  
*Amy Tseng LAUSD*



*Social Skills Training*  
*Genevieve Langton, LAUSD*





# Preparing for College and Work

*Judith Velasco  
Verdugo Job  
Center*

**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, Social Networking
- Referrals

**Individualized Transition Plan (ITP)**

Marjan Kermani, Esq.  
Assistant Director, Lanterman  
Special Education Law Clinic

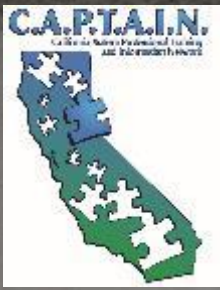
*Marjan Kermani, Lanterman  
Special Education Law  
Clinic*

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

Challenges (% ranking in the number of empirical studies)	Academic Supports	Non-Academic Supports
Anxiety (71%)	Extra time on Exams (67%)	Peer mentorship programs 56%
Loneliness (53%)	Lecture notes from instructors (56%)	Assigned Counselors, Aides, or Liaisons 56%
Depression (47%)	Use of a Separate Testing Location (33%)	Parental Involvement 33%
Isolation/Marginalization (peer relationships) (30%)	Extended Deadlines on assignments (20%)	Social Stories (less than 1%)

*Wilbert Francis, Tarjan Center, UCLA UCEDD*

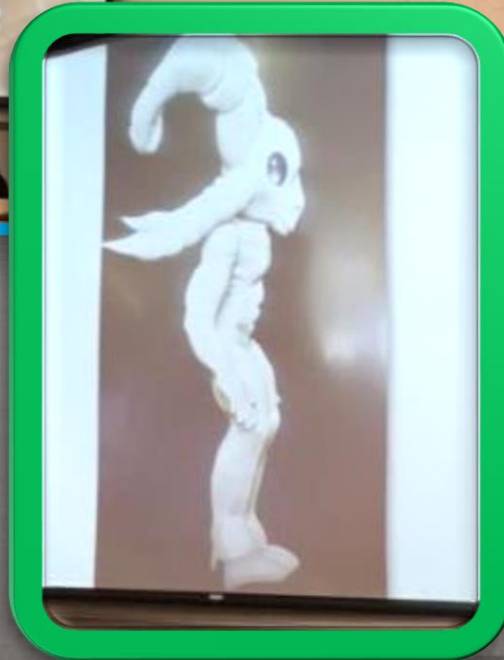




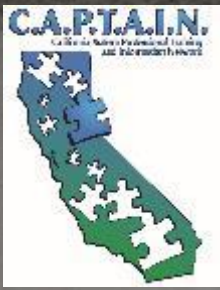
# First Person Perspective



*Rachelle, Student, CSUN*



*Rachelle has always wanted to be an animation artist*



# Community Resource Tables

Foothill Autism Alliance

Boone Fetter Clinic, CHLA



LA Care



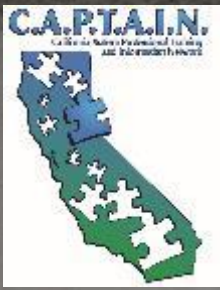
Koch Young Family Resource Center



Uniquely Abled



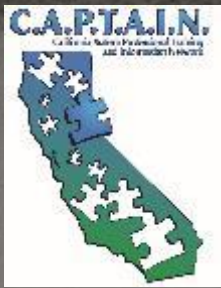




# Service Provider Training on Using EBPs







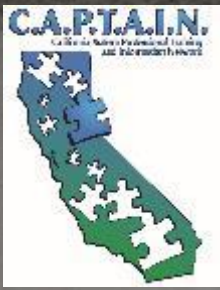
# Train the Trainers – Visual Supports



Using photos of learner in various activities



Lead staff review AFIRM materials



# Objectives 2018

- Administrator's Luncheon
- Expand Service Provider Training in EBP
- Dissemination of LTSAE materials
- Continue Community Outreach Events
- Expand Community Partners

*THANK YOU*



# Collaboration Partners: EBPs Across Grade-Level Transitions

Orange County Captains – Irvine Unified School District





# Who We Are – IUSD





# IUSD Autism-Specific Programs

24 Autism Specific classrooms across 11 school sites

Each class is supported with a classroom Behavior Interventionist



IUSD

District Supports:

- 5 Lead BI's
- 9 Behavior Specialists (BCBA's)

Most classrooms run a 2:1 staff to student ratio







# Project Structure

- Teachers were paired based on the "sending" and "receiving" grade levels associated with transitions to new sites:
  - Preschool/Kindergarten
  - 6th Grade/Middle School
  - Middle/High School
  - High School/Adult Transition Program
  
- 1 large group initial meeting/training (2 hours)
- 1 EBP training (2 hours) per teacher pairing
- × 1 or more observations of classroom by Behavior Specialist (1 hour)
- × On-going coaching and feedback sessions:
  - × 2 coaching/observation sessions per month (min. 30 minutes each)
  - × 2 debriefing meetings per month to discuss the coaching/observation sessions (min. 30 minutes each)



# Building Excitement & Buy-In





## Selected EBPs

- Preschool/Kindergarten: **Functional Communication Training**
- 6th Grade/Middle School: **Task Analysis**
- Middle/High School: **Video Modeling**
- High School/Adult Transition Program: **Self-Management**





# CAPTAIN Resources Utilized

- CAPTAIN **Classroom Observation Forms**
- CAPTAIN **Coaching Logs**
- CAPTAIN **Video Modeling Training**
- CAPTAIN **"What Are EBPs for ASD?" Training**

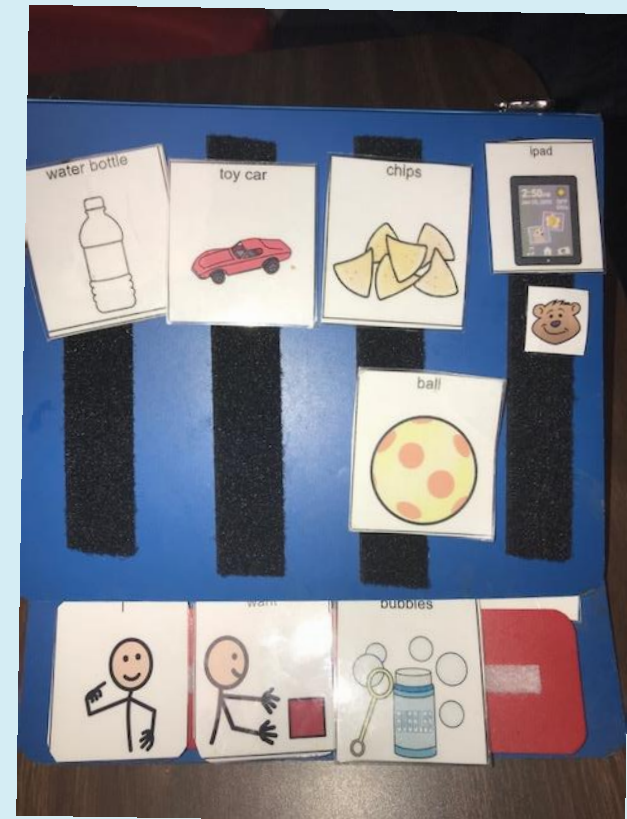
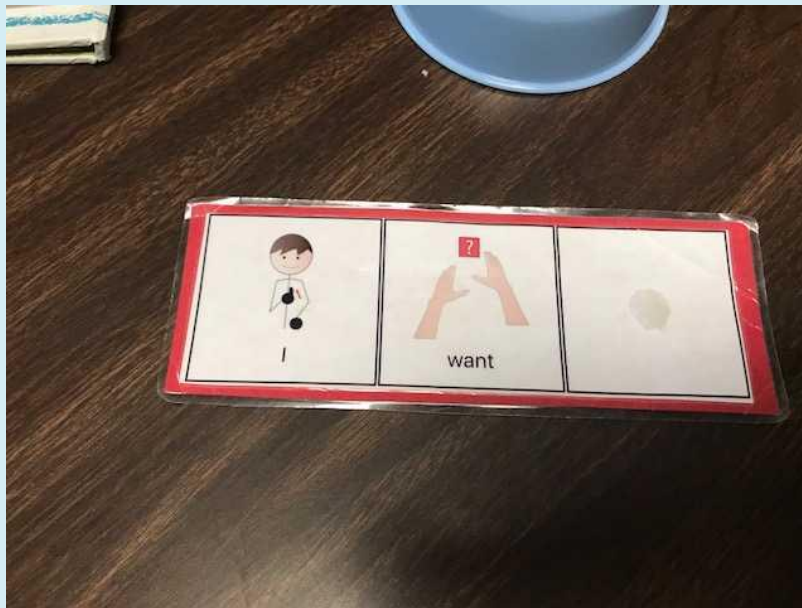


# EBP Trainings





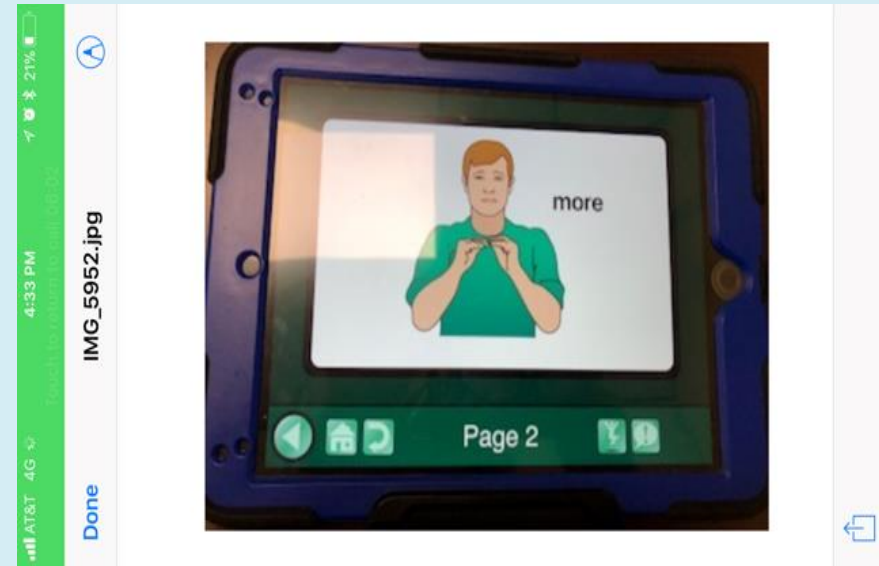
# Preschool/Kindergarten: Functional Communication Training





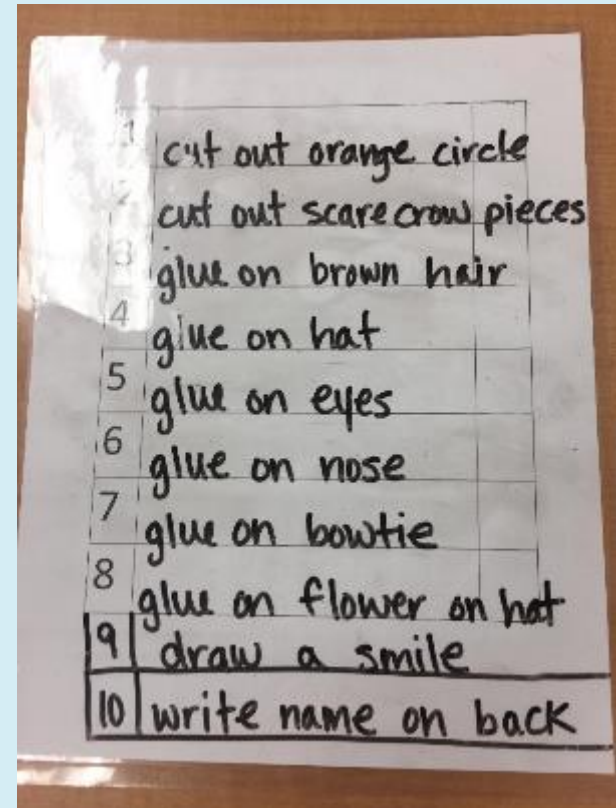


# Preschool/Kindergarten: Functional Communication Training



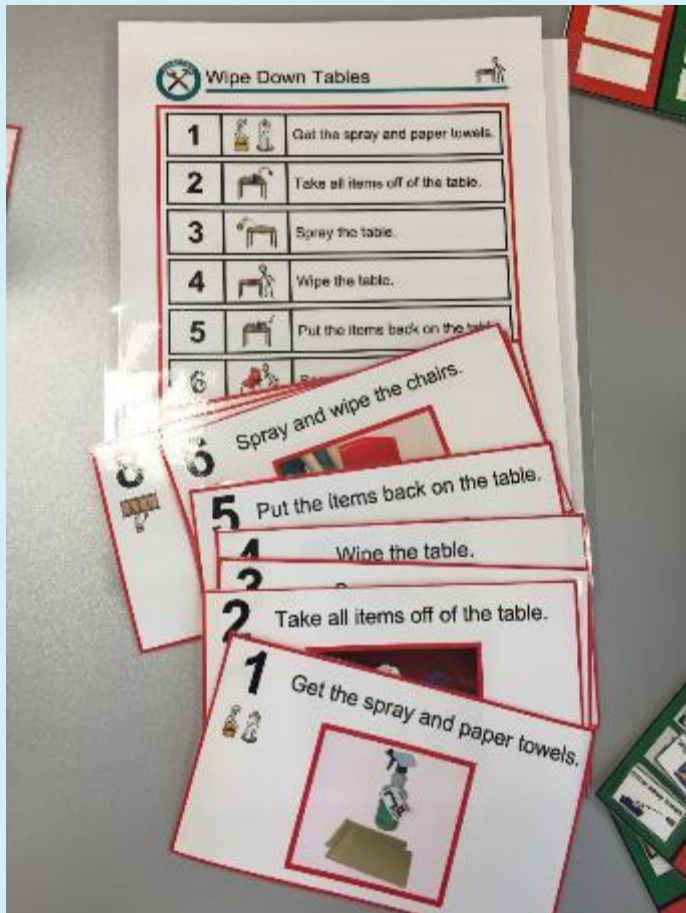


# 6<sup>th</sup> Grade/Middle School: Task Analysis





# 6<sup>th</sup> Grade/Middle School: Task Analysis







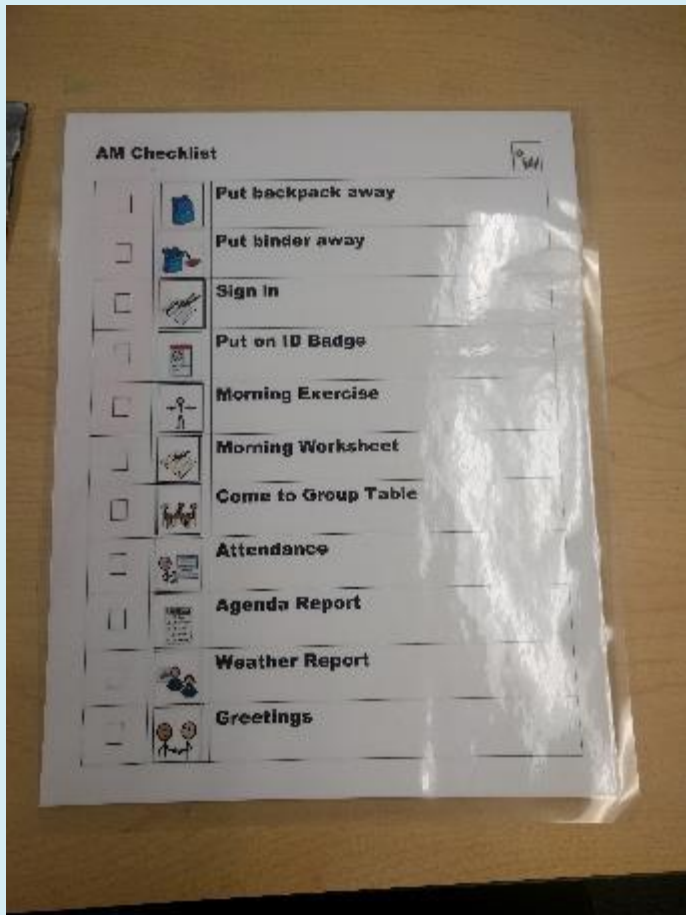
# Middle/High School: Video Modeling







# High School/Adult Transition: Self-Management







# High School/Adult Transition: Self-Management

**Paper Recycle Program**  
Job: Paper Pick-Up  
Collection: Blue bin paper

Room #	Blue Bin	✓	Location	😊
2			Mrs. Hadd's office, located by her desk	
3			Mrs. France's room, located in front of her desk	
4			Mr. Hickman's room, located in front of his desk	
5			Mr. Booth's room, go to the right after entering room, located under the table	
Front Office			Front office, located by first desk	
Front Office			Front office, located under second desk	
Front Office			Front office, located by copy machine	
Front Office			Front office, located by window	
Back			Mr. Decker's room, located by her desk by the end	
6			Mr. Brinker's room, go to the left after entering room, located next to the table	
7			Mr. Leggett's room, located in front of his desk	
8			Mr. Leggett's room, go to the left after entering the room, located by the printer on the right end of room	

**Bottles and Cans Recycle Program**  
Job: Collect and Sort  
Collection: Plastic Bottles and Aluminum Cans

Location	Blue Bins Bottles/Cans	✓	Location	😊
Hallway			In hallway near room 8	
Hallway			In hallway near the front office	
Lunch Room			In the lunch room, near the lunch tables	
Outside Courtyard			In the outside courtyard near the wall by the lunch tables	
PG			In portable 6 near the back of the room by the wall	
Room 8			In room 8 in front of a desk at near the front door	

**Directions**  
1) Put on gloves 2) find recycle bins 3) sort bottles and cans  
4) put new plastic bags 5) put back recycle bins 6) throw away gloves 7) wash hands

Earn:



# Successes

## Collaboration




- Continuity of EBP Use Across Grade Level Transitions

### Practices by Age and Domain

	Academics & Cognition			Behavior			Communication			Play			Social			Transition		
	E	E	M	E	E	M	E	E	M	E	E	M	E	E	M	E	E	M
Evidence-Based Practices	C	L	H	C	L	H	C	L	H	C	L	H	C	L	H	C	L	H
Antecedent-based Interventions																		
Computer Assisted Instruction																		
Differential Reinforcement																		
Discrete Trial Training																		
Extinction																		
Functional Behavioral Assessment																		
Functional Communication Training																		
Naturalistic Interventions																		
Parent Implemented Interventions																		
Peer Mediated Instruction/Intervention																		
Picture Exchange Com. System																		
Pivotal Response Training																		
Prompting																		
Reinforcement																		
Response Interruption & Redirection																		
Self-Management																		
Social Narratives																		
Social Skills Groups																		
Speech Generating Devices (VOCA)																		
Structured Work Systems																		
Task analysis																		
Time delay																		
Video Modeling																		
Visual Supports																		



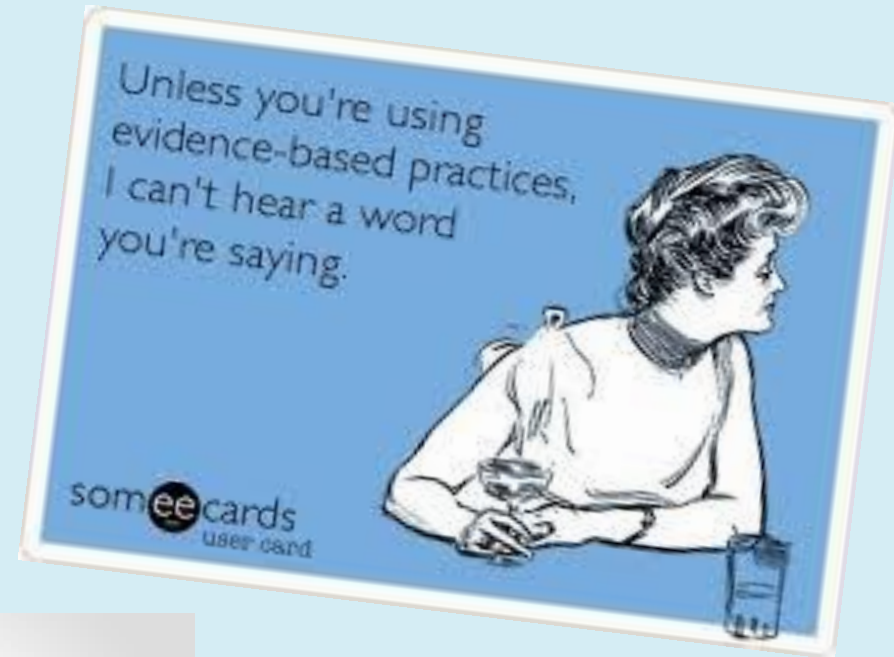
## Lessons Learned

- Teachers are more motivated to utilize EBPs when they see (first-hand) the progress that students make when items are individualized to their specific level.
- Collaboration between teachers of transition grade levels is vital to ensure continuity and correct implementation of EBPs
- Coaches were able to change their level of support within a short amount of time
  - Direct support  to facilitating growth of systems





# Moving Forward...





Thank you!



# Connecting the Pieces: Improving Outcomes through Collaboration on EBP's

Stockton Unified School District

Nirali Darji, Occupational Therapist

Angela Dunne, Autism Specialist

Beatriz Perez, Speech Therapist

Felisa Williams, Inclusion Specialist



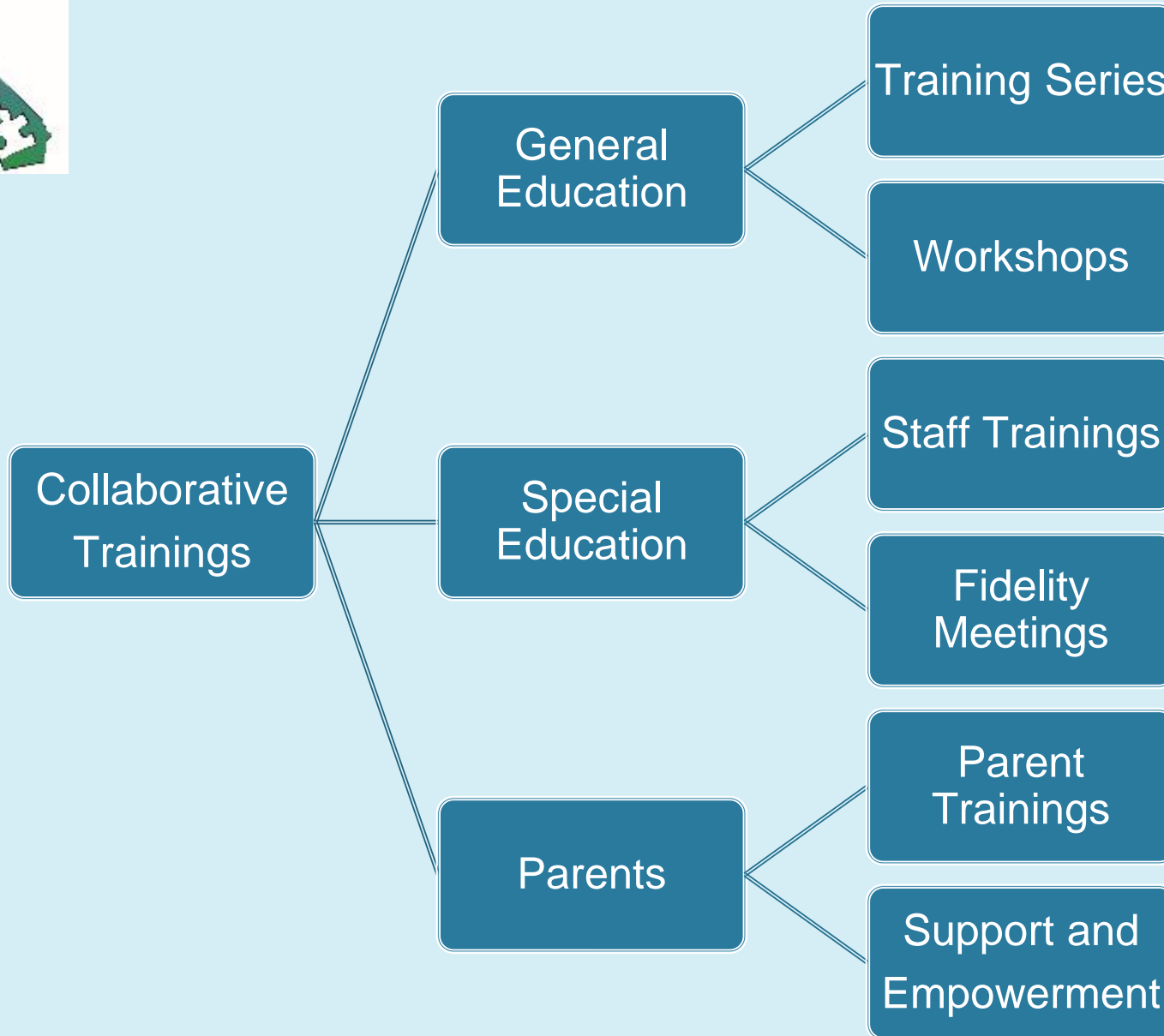




# Mission Statement

- Using a collaborative approach, we aim to create awareness, training, and increase the fidelity of the implementation of EBPs.
- To improve the outcomes for students with ASD.









# District Trainings

- Open to any and all employees
- Foundations
- Executive Functioning Training
- Special Ed. Administrators
- School Psychologists
- State Preschool
- High School Training





# Foundations

Foundations is a series of 5 trainings that focus on various areas of Autism.

Foundations 1: Introduction to Autism

Foundations 2: Visual Supports

Foundations 3: Sensory Needs, Self Regulation and Applied Behavior Analysis for Education

Foundations 4: Functional Communication

Foundations 5: Executive Functioning, Inclusive Strategies and Social Support



# Executive Functioning

Our Executive Functioning Training focuses on teaching all educators evidence based strategies to support all students in the areas of;

- Self regulation
- Organization
- Behavior Management
- Socializing





# Google Drive for EBPs

A screenshot of a web browser displaying the Google Drive interface. The browser's address bar shows the URL: https://drive.google.com/drive/u/1/folders/0ByeqdxrMOITkUkQ5NWtLeGgxUFU. The Google Drive logo and a search bar are visible at the top. The breadcrumb navigation shows the path: My Drive &gt; Essential Classroom Components &gt; 3. EBPs. On the left sidebar, there are navigation options: My Drive, Shared with me, Recent, Google Photos, Starred, and Trash. The main content area displays a table of files. The table has columns for Name, Owner, Last modified, and File size. All files in the table are owned by 'me' and were last modified on 'Aug 10, 2017'. The files listed are: Antecedent Based Intervention, Cognitive Behavior Intervention, Differential Reinforcement, Discrete Trial Training, Exercise, Extinction, Functional Behavior Assessment, Functional Communication Training, Modeling, and Naturalistic Interventions. The Windows taskbar is visible at the bottom of the screen, showing the search bar and several application icons. The system tray in the bottom right corner displays the time as 3:39 PM on 8/30/2017.



# Special Education Administrators

During our trainings with Special Education Administrators we review:

- How to access the Google Drive
- Specific job descriptions and duties
- How to refer staff and students for specialized support, such as Inclusion Support Services, for further training on EBPs



# School Psychologists

- All of the resources
  - Using AIMS and AFIRM Modules
- School Psychologists trained on how to access resources to support school sites



Stockton Unified School District's  
Evidence Based Practices for  
Students with Autism Resource Drive



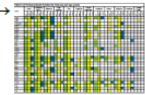
Start Here

--WELCOME--

Start Here

In this drive you will find information & resources to use with children with Autism Spectrum Disorder.

**Here you will find information on Evidence Based Practices. We call them "EBPs" for short.**

- 1. At this point, you are probably wondering just what is an EBP?**
  - Many interventions exist for autism spectrum disorder (ASD). Yet, scientific research has found only some of these interventions to be effective.
  - The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.
- 2. How have EBPs been identified?**
  - The National Professional Development Center for Autism Spectrum Disorder (NPDC; <http://autismpdc.fpg.unc.edu/evidence-based-practices>) used a rigorous criteria to classify focused interventions as EBPs in 2014. The 27 identified EBPs have been shown through scientific research to be effective when implemented correctly with students with ASD.
  - This sheet (located in this drive in the EBP Matrix Folder) → → →  will tell you **WHAT** EBP was identified for **WHICH** BEHAVIOR **FOR** each AGE GROUP. All EBPs are listed on the EBP Grid.
- 3. Where do I get more information on specific EBPs?**
  - The NPDC is currently developing online modules, called AFIRM, for each of the 27 identified practices.
    - You can find them here: <http://afirm.fpg.unc.edu/afirm-modules>
  - If you did not find the specific EBP you were looking for, you can view the original 24 evidence-based practices on the Autism Internet Modules (AIM) website from the Ohio Center for Autism and Low Incidence (OCALI). <http://www.autisminternetmodules.org>

**Once you have familiarized yourself with the EBPs and have identified one that will work for your particular situation, you can begin searching through the folders under "EBPs". Each folder contains information on an EBP. If you would like training on a specific EBP, please reference the websites listed above.**

Helpful hint: The most commonly used EBPs for behavior are Visual Supports, Prompting, Reinforcement, Task Analysis and Functional Communication Training. Be sure to check out those EBP Folders and the AFIRM or AIM modules!





# State Preschool

- State Preschool invited ALT to present at their PD day
- Purpose was to increase awareness, identify signs, provide information on making a referral, and how to support in current classroom
- Presentation covered Visual Supports, Functional Communication, and Reinforcement



# High School

Our team provides training to all high school educators to support them in working with students who demonstrate a variety of needs.

We have trained staff on how to use visuals in a more mature nature, such graphic organizers and task analysis.

We train staff on how to take data on EBPs suggested and modeled by team members.

We review areas of executive functioning specific to study skills and completing multiple step assignments.



# Special Ed. Trainings

- Specific to Mod/Severe Teachers, Paraprofessionals and Speech Therapists who teach preschool
- Autism Modules
- Interdisciplinary Team Meetings
- Fidelity Check Meetings







# Modules

- The preschool team organizes training Modules throughout the school year (once a month)
- Modules are full day training focussing on the teaching, implementation and problem solving of EBPs
- A platform to teach EBPs to the *entire preschool staff at one time*



# ITM's

- Interdisciplinary **T**eam **M**eetings are monthly class meetings
- A teacher and paraprofessionals meet with the entire team (PS, AS, SLP and OT)
- Purpose:
  - To discuss specific concerns related to the *barriers* and *implementation* of EBPs in the classroom
  - Q&As, Problem solving, and discussing the needs of the classroom



# Fidelity Check Meetings

- Scheduled Meetings with Teacher and Staff
- Each Month Would Cover a Different EBP
- Would be a follow up from a training
  - Troubleshoot
  - Demonstrate
  - Ask Questions
  - Practice
  - Clarify







# Parent Trainings



- Open to all parents in the district
- Parent Coffees
- Community Advisory Committee
- Autism 101



# Parent Coffees

- Once a month
- To discuss and learn about various interventions and strategies to use at home

Building Language	Play and Typical Development
Managing Behaviors at Home	Health, Hygiene, and Nutrition & Toilet Training
Sensory Motor at Home	Summer Enrichment & Engaging Your Child at Home



# Community Advisory Committee

- Autism Leadership host CAC meeting once a year.
- Helps provide parents become familiar with CAC purpose
- To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan;
- To encourage community involvement; and
- To support activities on behalf of individuals with exceptional needs





# Autism 101

- Held quarterly both in English and Spanish
- Collaboratively presented by Program specialist, ASD Specialist, SLP, OT, and Inclusion Specialist
- Introduction/Overview of program structure and EBPs
- What it means that your child meets criteria for Autism in Education
- Transitioning your child into a school based setting
- Review of the IEP process
- Overview of EBPs for children with ASD
- Description of the structure and sequence of the program



# Activities for Parents

- Goal to Increase Parent Buy-In
- Increase likelihood parents will take advantage of trainings provided by the school
- Parents feel more empowered
- Create a partnership with parents
  - Results in better outcomes for students





# The End

This Presentation Has Been Brought to You By The Members of Stockton Unified School District's Autism Leadership Team.



# CAPTAINS of the New Wave Pecha Kucha





# The 2017 New Wave Team

- Lisa Torres, WACSEP
- Vira Caro-Michel, WACSEP
- Elden Carpenter, ABCUSD
- Roshelle Chavez, ABCUSD
- Jennifer Fisher, SW SELPA
- Dustin Thornburgh, NLMUSD
- Nitza Fregosi, NLMUSD
- Jeffrey Salmons, Bonita USD
- Vicky Sciacca, D-M SELPA/LACOE
- Christian Chiappe, SW SELPA
- Jennifer Zoppi, SW SELPA
- Donielle Cole, Hawthorne USD
- Tami Dowgiewicz, LACOE
- Sharon Carrigg Bailey, SW SELPA
- Deborah Minter, Alhambra USD
- Emily Ramirez, ELARC
- Liz Rodgers, ELARC
- Margarita Salazar, ELARC
- Yvette O. Baptiste Ph.D., FRC



# First Annual EBP Training

Whittier Area Cooperative  
Special Education Program  
(WACSEP)  
est 1977

## ***We believe:***

- ***All people can learn***
- ***All people have immeasurable worth and deserve dignity and respect***
- ***The pursuit of excellence is continual***
- ***Higher expectations result in higher achievements***
- ***Change promotes growth***
- ***Learning is a lifelong process***
- ***Each child needs to be understood in the context of his/her family and community.***



Districts in our SELPA include East Whittier City School District, El Rancho Unified School District, Little Lake City School District, Los Nietos School District, South Whittier School District, Whittier City School District, and Whittier Union High School District.



# Google Forms used for Registration

## Add-ons:

Choice Eliminator 2

Form Notifications

Form Limiter

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

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

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 impact of EBPs in the home, school and community.

**Introductory Topics:**  
~What is Autism Spectrum Disorder (ASD)?  
~What is California Autism Profession Training And Information Network  
~What are the 27 Evidenced Based Practices (EBP) and why we should use

Choose two breakout sessions to attend:

Session #1 10:30-11:45 (Choose One) \*

- Social Narrative
- Reinforcement
- Antecedent-Based Intervention
- Video Modeling

Session #2 1:00-2:15 (Choose One) \*

- Social Narrative
- Reinforcement
- Video Modeling

## What we learned:

- ~Add-ons at the time the forms are developed
- ~ Watch videos to learn how to use add-ons
- ~Delete registration when people cancel



# Participant Demographics

<u>School Districts</u>	<u>Participants</u>
ABC USD	2
Alhambra UD	2
Centinela Valley UHSD	1
El Rancho USD	2
East Whittier City SD	1
Garvey SD	1
Lawndale SD	1
Lennox SD	2
Los Nieto SD	2
Manhattan Beach SD	1
Norwalk La Mirada SD	9
Pasadena USD	4
San Marino USD	2
South Whittier SD	13
Temple City USD	1
Whittier City SD	6
Whittier UHSD	1
Other	1

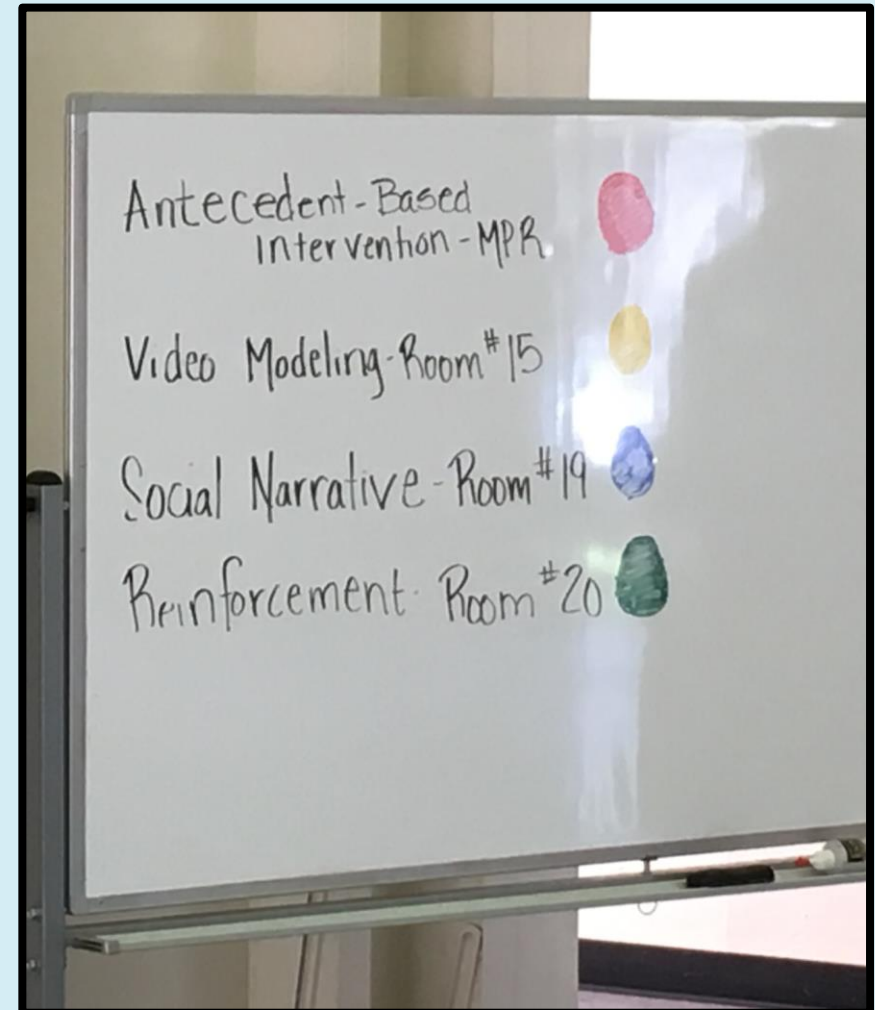
<u>Job Title</u>	<u>Participants</u>
BCBA	1
Behavior Aide	3
Behavior Specialist	5
Director of Special Ed.	2
Family Support	1
Inclusion Specialist	1
Instructional Aide	1
Principal	1
Program Specialist	2
Psychologist	10
Psychologist Intern	2
Special Ed. Consult	1
Special Ed. Coordinator	1
Speech Pathologist	3
Student Support Specialist	1
Teacher	15
TOSA - preschool	1





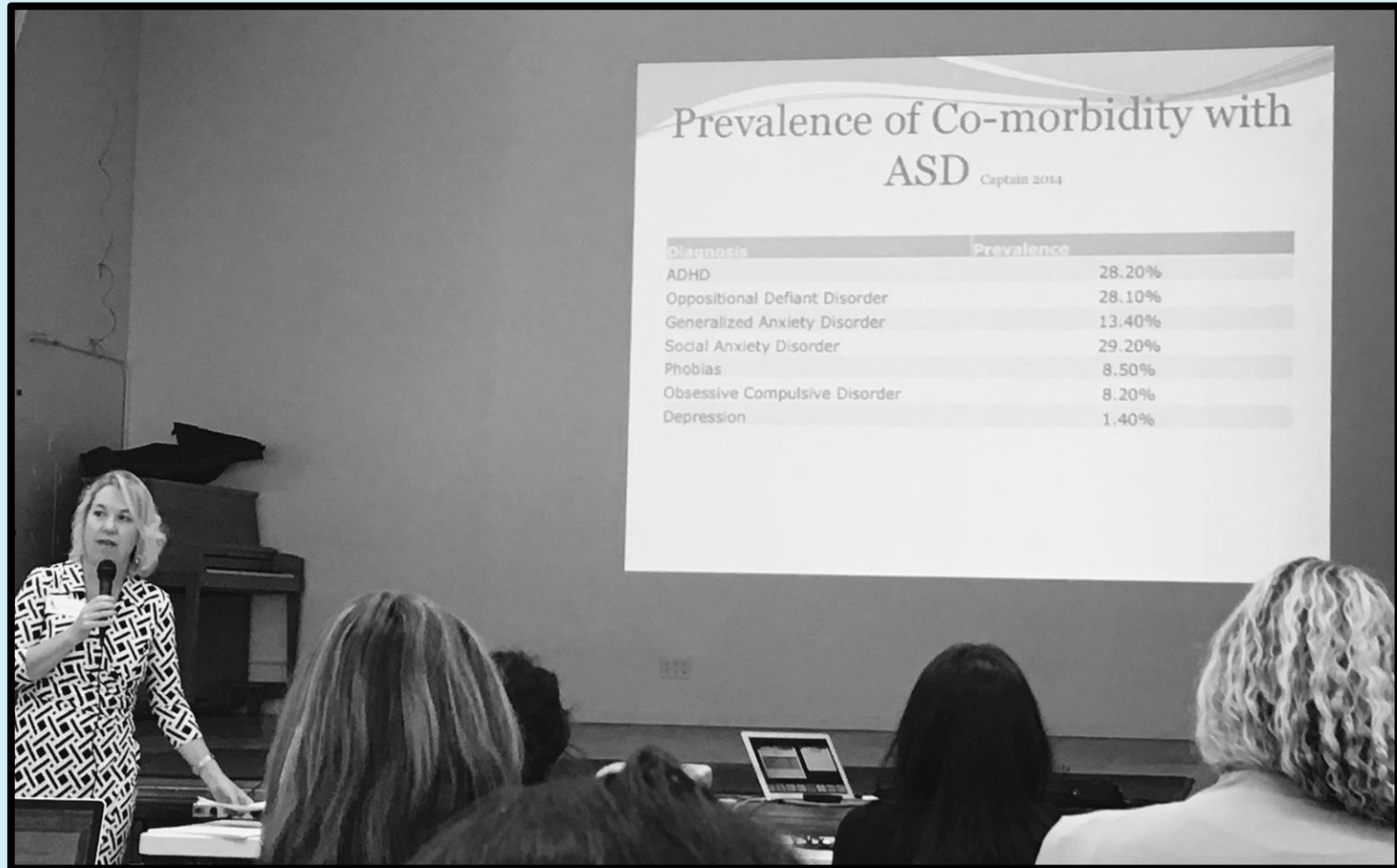
# Itinerary

1. 8:00-8:30 am Registration
2. 8:30-10:15 am Autism 101, EBPs
3. 10:30-11:45 am / 1:00-2:15 pm Breakout Sessions
  - Reinforcement
  - Antecedent Based Interventions
  - Video Modeling
  - Social Narrative
4. 2:30-3:00 pm Certificates / Evaluations





# Autism 101





# What is CAPTAIN?







# Evidence Based Practices



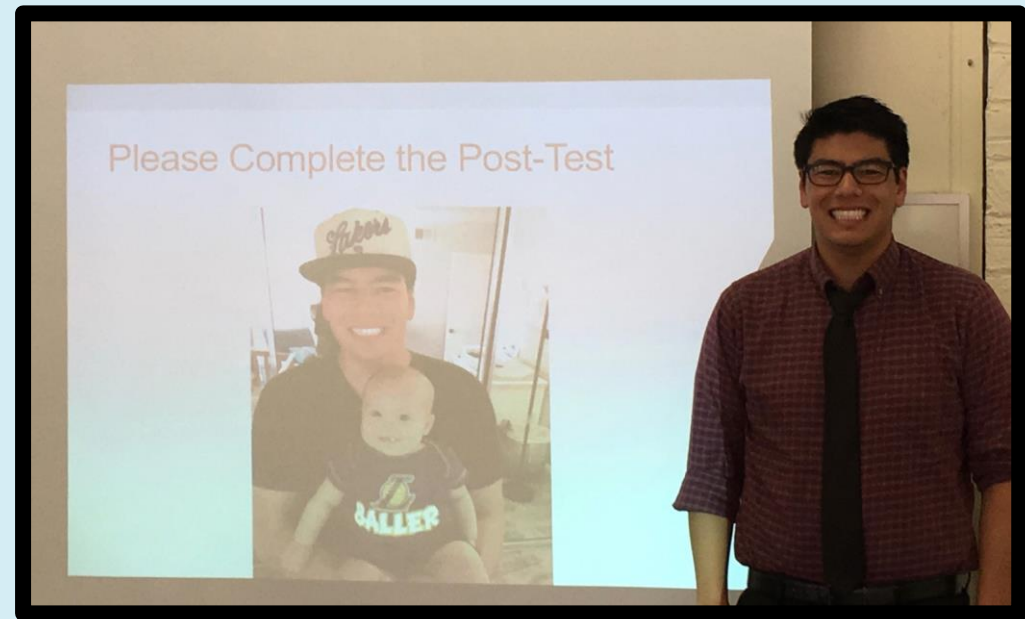
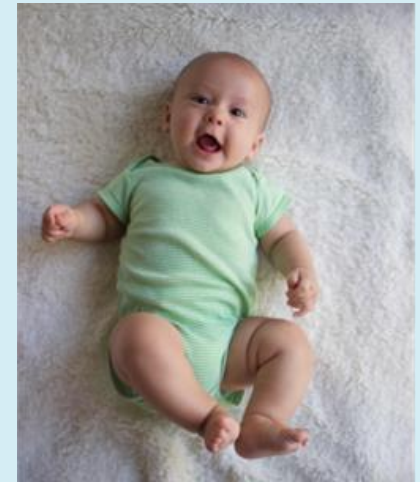






# Reinforcement

- Pre Test: Average Score 63%
- Post Test: Average Score 74%





# Reinforcement



DURATION

EVERY TIME I WASH THE DISHES,  
MY GIRLFRIEND PUTS ON ESPN.

IS SHE BEHAVIORIZING ME AGAIN?  
imgflip.com

## CONCURRENT SCHEDULE

Two or more contingencies of reinforcement  
operate independently and simultaneously for two  
or more behaviors



BUT WE TRIED  
THE TOKEN SYSTEM!

WELL THAT'S BECAUSE

facebook.com/behaviorman

STICKERS ARE JUST STICKERS, UNTIL  
THEY REPRESENT SOMETHING BETTER!

I DON'T THINK HE LIKES STICKERS!





# Antecedent Based Intervention







# Antecedent Based Intervention

## 2.1 Select an ABI Strategy

- ✓ Using learner preferences
- ✓ Changing schedules/routines
- ✓ Implementing pre-activity interventions
- Using choice-making**
- Altering how instruction is delivered
- Enriching the environment with sensory stimuli





# Social Narrative

**Resource:**  
Training on Evidence

Video Learning Modules on

<http://afirm.fpg.unc.edu>



**AFIRM** Autism Focused Intervention Resources and Modules

AFIRM Modules   Learn with AFIRM   Selecting EBPs   Resources

## Social Narratives

### Social Narratives (SN)

Social narratives (SN) describe social situations for learners by providing relevant cues, explanation of the feelings and thoughts of others, and descriptions of appropriate behavior expectations.

**What Will I Learn?**

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about social narratives (SN).
- Applying SN in activity based scenarios that promote real-world application.

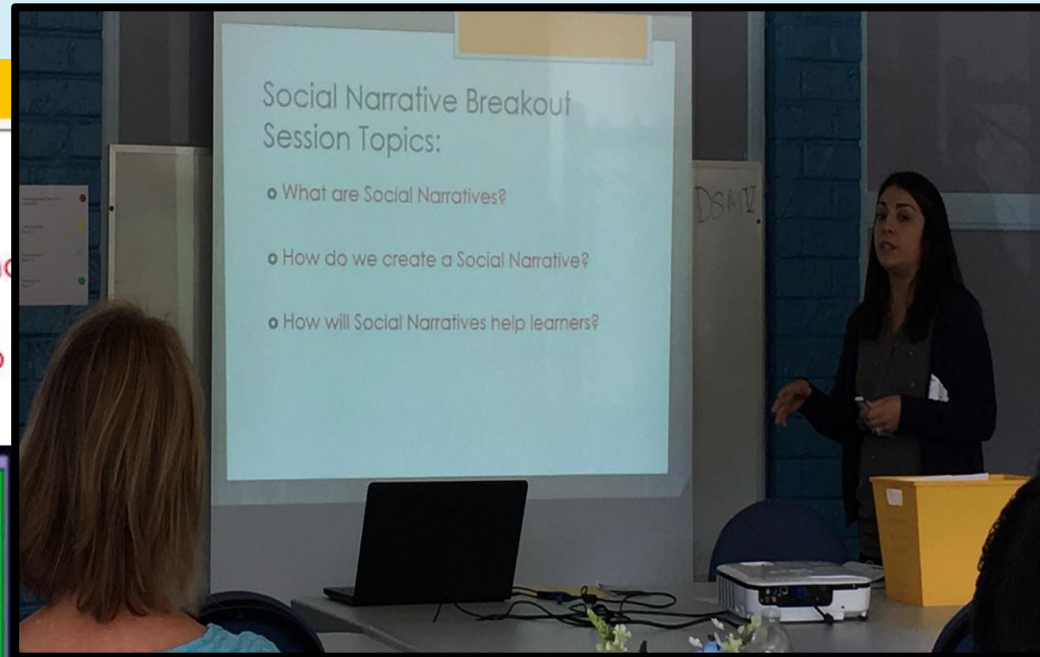
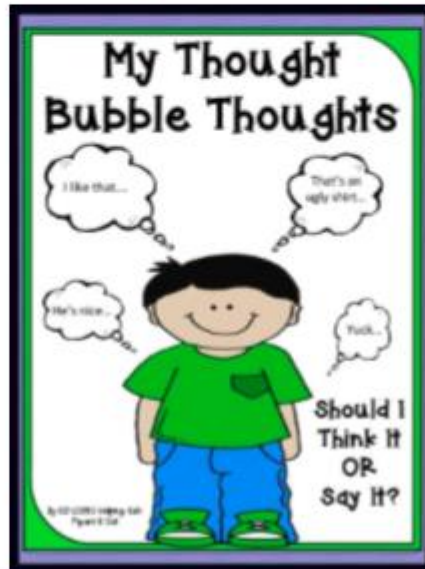
AA



# Social Narrative

## Cartooning

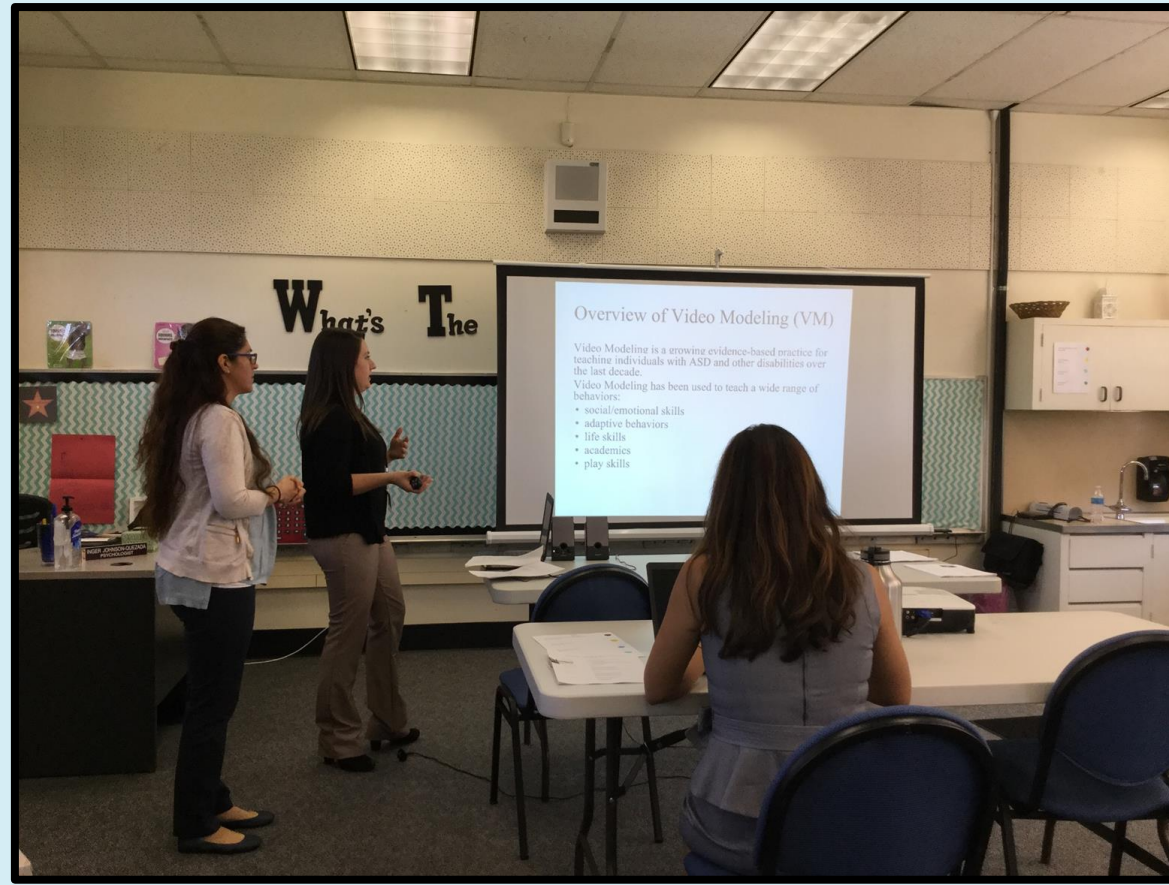
- Useful when a learner does not know who is thinking
- Uses stick figures and thought bubbles to show another person is thinking





# Video Modeling

- A teaching method that uses assistive technology (computers, iphone etc.) as the core component of instruction.

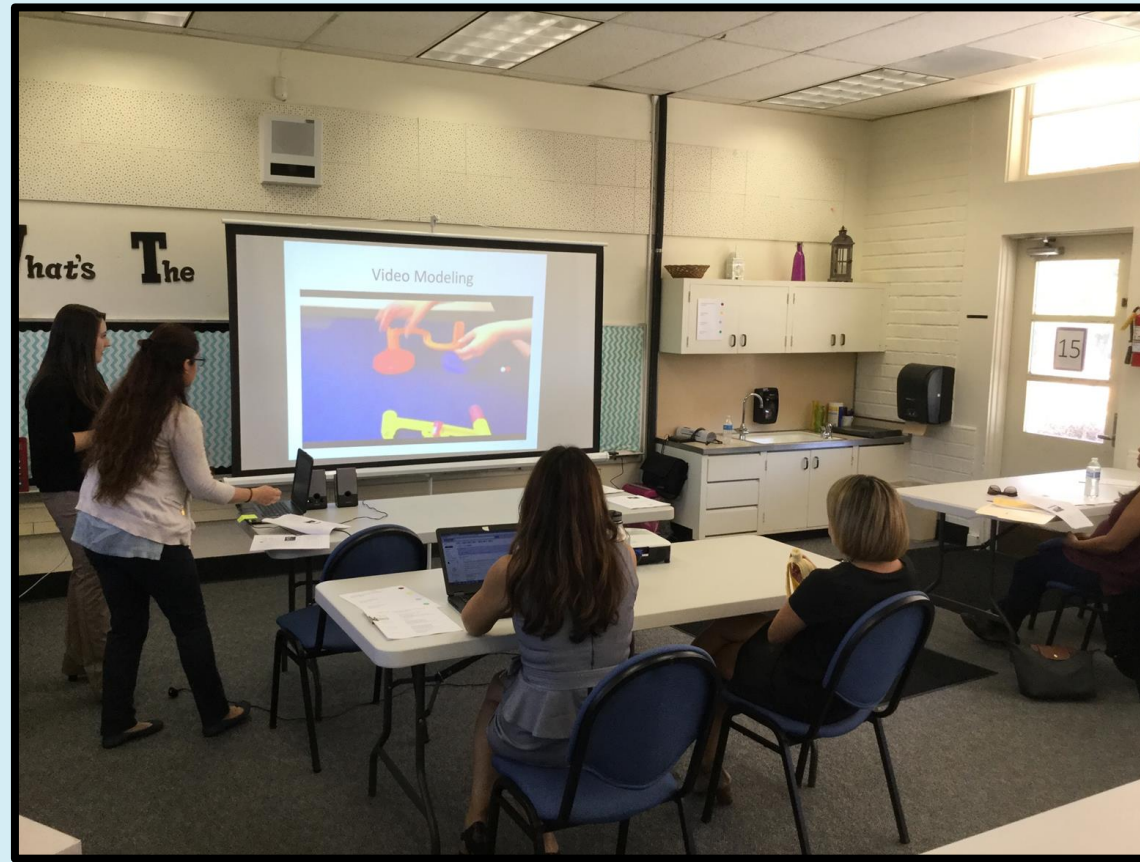






# Video Modeling

- Pre Test: Average Score 75%
- Post Test: Average Score 86.25%





# What Did the Participants Have to Say?

## *What was most valuable?*

“Great visuals and stories”

“I enjoyed the videos and examples. I am also looking forward to checking out the website/modules.”

“Using the right type of replacement behaviors/incentives to help students excel.”

“They seemed very knowledgeable and provided helpful examples.”

## *How would you like this to be implemented in your school or community?*

“Having these trainings available to more staff.”

“I would like to see GE teachers to be trained in this as they deal with challenging behaviors

“GE teachers have students with autism in class and would benefit greatly from these trainings.”







# Introducing EBPs: A Training Approach

Presented by  
Heidi Baldwin and Melissa Rose, BCBA  
Autism Specialist Consultants  
Fresno County SELPA





It all started with an idea



How do we introduce the EBP's in a meaningful way?



# Remember this?

Overview of National Professional Development Center ASD 2014 Report on Evidence-Based Practices (Tables 7-8)\*  
 Full Report available at <http://autismpractices.educpsd.org/sites/default/files/2014-EBP-Report.pdf>

Evidence-Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																								
	Social		Comm.		Beh.		Instr. Attn.		Play		Cog.		School Ready		Acad.		Motor		Adapt.		Voc.		Mental Health		
	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	
<b>Antecedent Based Intervention (ABI):</b> Arrangement of events preceding an interfering behavior to prevent or reduce occurrence	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Cognitive Behavioral Intervention (CBI):</b> Instruction in cognitive processes leading to changes in behavior	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/DIO):</b> Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Discrete Trial Teaching (DTT):</b> Instructional process of repeated trials consisting of instruction, response, and consequence	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Exercise (EXE):</b> Antecedent based physical prompts to reduce interfering behaviors or increase appropriate behaviors	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Extinction (EXT):</b> Removal of reinforcing consequences in order to reduce interfering behaviors	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Functional Behavior Assessment (FBA):</b> Systematic process designed to identify contingencies that maintain an interfering behavior	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Functional Communication Training (FCT):</b> Replacement of an interfering behavior with communication that serves the same function	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Modeling (MD):</b> Demonstration of a desired behavior that results in social acquisition through behavior imitation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Noncontingent Interactions (NI):</b> Interactions that occur with the learner typically resulting in reinforcement	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Parent Implemented Intervention (PI):</b> Parent delivered intervention learned through a structured parent training program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Peer Mediated Instruction and Intervention (PMII):</b> Typically develops peer-to-peer strategies that increase social learning opportunities in natural environments	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Prompt Exchange communication system (PECS):</b> Consistent visual prompt teaching the exchange of pictures between communication partners	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

National Professional Development Center ASD 2014 Report on Evidence-Based Practices (Tables 7-8)\*  
 Available at <http://autismpractices.educpsd.org/sites/default/files/2014-EBP-Report.pdf>

Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																								
	Social		Comm.		Beh.		Instr. Attn.		Play		Cog.		School Ready		Acad.		Motor		Adapt.		Voc.		Mental Health		
	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	
<b>Applied Behavior Analysis (ABA):</b> Systematic use of behavior analysis to increase socially significant behaviors and decrease interfering behaviors	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Behavioral Skills Training (BST):</b> Instructional process that includes modeling, rehearsal, and feedback to increase positive peer interactions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	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 positive peer interactions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	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 systematically chained together	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Technology-aided instruction and intervention (TAII):</b> Instructional computer software as a natural feature	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Time Delay (TD):</b> Delaying a prompt during a practice opportunity in order to fade the use of prompts	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	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 skill that is viewed to assist in learning	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Visual Support (VS):</b> Visual steps that supports independent skill use	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Page 1 of 2

between appropriate and inappropriate behaviors and accurate self-monitoring and reporting of behavior

**Social Narrative (SN):** Description of social situations and associated expectations

**Behavioral Skills Training (BST):** Instructional process that includes modeling, rehearsal, and feedback to increase positive peer interactions

**Structured Play Group (SPG):** Adult-led, small group activities that include typically developing peers and are designed to support positive peer interactions

**Task Analysis (TA):** The process of breaking a skill into small steps that are systematically chained together

**Technology-aided instruction and intervention (TAII):** Instructional computer software as a natural feature

**Time Delay (TD):** Delaying a prompt during a practice opportunity in order to fade the use of prompts

**Video Modeling (VM):** A video recording of a targeted skill that is viewed to assist in learning

**Visual Support (VS):** Visual steps that supports independent skill use

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



# We tied each EBP to the 12 Skill Domains





# We tied each EBP to the 12 Skill Domains

## Social

- Skills needed to interact with others

Time to play!

It makes me feel happy that I know how to ask someone to play with me!











# We tied each EBP to the 12 Skill Domains

## Communication

-Ability to express wants, needs, choices, feelings or ideas

### Playground Chart






Pick a Friend		Pick an Activity
Chelsea	let's go	 Jump rope
Colin	let's go	 Swing
Celia	let's go	 Slide
	Then	 Kick the ball



# We tied each EBP to the 12 Skill Domains

## Challenging/Interfering Behaviors

-Decreasing or eliminating behaviors that interfere with the individual's ability to learn

	=	1 point
Use your points to buy treats:		
 candy 5 points	 ipod break 8 points	 break area 5 points
 ipad break 10 points	 computer 10 points	 coloring break 8 points



# We tied each EBP to the 12 Skill Domains

## Joint Attention

Behaviors needed for sharing interests and/or experiences





# We tied each EBP to the 12 Skill Domains

## Play

-Use of toys or leisure materials







# We tied each EBP to the 12 Skill Domains

## Cognitive

-Performance on measures of intelligence, executive function, problem solving, information processing, reasoning, theory of mind, memory, creativity, or attention





# We tied each EBP to the 12 Skill Domains

## School Readiness Skills

-Performance during a task that is not directly related to task content





# We tied each EBP to the 12 Skill Domains

## Pre-Academic/Academics

-Performance on tasks typically taught and used in school settings

**A MINECRAFT STORY MAP FOR KIDS**  
*Teaching Narrative Writing Skills through Story Map Outlining*

**THE SETTING**  
My story takes place in \_\_\_\_\_

**THE CONFLICT AND RESOLUTION** (What is the problem and how does your story's main character solve it?)

Problem \_\_\_\_\_ Solution \_\_\_\_\_

**CLIMAX** (the epic battle) \_\_\_\_\_

**RIISING ACTION:** Events leading to the climax.

**FALLING ACTION:** Events after climax.

**BE CREATIVE!** When you finish making your story map you are ready to write your creative narrative. Have fun!

**THE END** is when \_\_\_\_\_

5. \_\_\_\_\_  
4. \_\_\_\_\_  
3. \_\_\_\_\_  
2. \_\_\_\_\_  
1. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

© 2014 Healthy-Family.org. Additional educational minecraft resources are available on our website.



# We tied each EBP to the 12 Skill Domains

## Motor

-Movement or motion, including both fine and gross motor skills, or related system/sensory functioning

Jumping Jacks



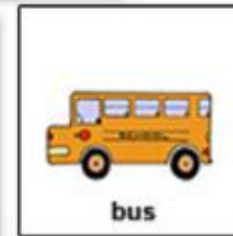
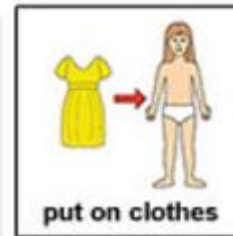
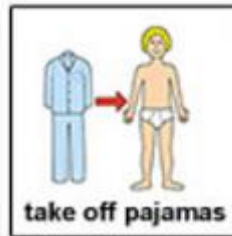




# We tied each EBP to the 12 Skill Domains

## Adaptive/Self-Help

-Independent living skills and personal care skills





# We tied each EBP to the 12 Skill Domains

## Vocational

-Employment/employment preparation or related to technical skills required for a specific job





# We tied each EBP to the 12 Skill Domains

## Mental Health

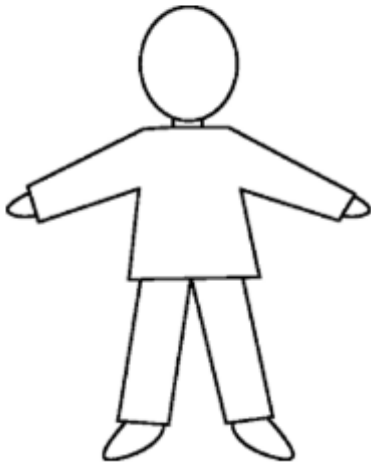
-Emotional well-being



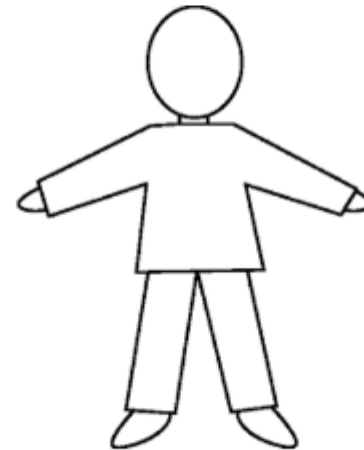


# Helping attendees link to their own experiences

Describe that kid!



What will help your student?







# Monitoring Attendees

**Pre-Survey**



**Post-Survey**





# Connecting With CAPTAIN



**Connect with Central Valley CAPTAIN!**



[facebook.com/groups/CVCAPTAIN](https://facebook.com/groups/CVCAPTAIN)



[instagram.com/centralvalleycaptain](https://instagram.com/centralvalleycaptain)



[twitter.com/cvcaptain](https://twitter.com/cvcaptain)

Melissa Rose [mrose@fcoe.org](mailto:mrose@fcoe.org)  
Heidi Baldwin [hbaldwin@fcoe.org](mailto:hbaldwin@fcoe.org)



# ...and AFIRM



[My Account](#) | [Logout](#)

You are logged in.  
Need help? [Visit the FAQs section](#)

[AFIRM Modules](#)

[Learn with AFIRM](#)

[Selecting EBPs](#)

[Resources](#)

## Video Modeling

Use video recordings to provide a visual model of the targeted behavior or skill to learners with ASD.

Coming soon...



## 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.

Visit the [Learn with AFIRM](#) section to find out more.

[Available EBP Modules](#)



# It's a Work in Progress

- Staff Development takes a lot of time to prepare for
- It is important to make it meaningful and to help the participants apply the information/knowledge to their own experiences
- Give them the tools (EBP grid, implementation checklists, AFIRM) and TEACH them how to use them
- It is a challenge to determine the best pre/post measures to use and modality (electronic vs paper)





# CAPTAIN: North Summit

## *Day 2*



## The Rules

- First slide is not timed
  - Transition
  - Introduce presenters
- Click to begin presentation
  - Slides are timed
  - Slides will automatically advance every 20 seconds



# CAPTAIN: *North Summit*

- Capitol CAPTAIN (1)
- CAPTAIN Hook (2)
- Capitol CAPTAIN (2)
- North State CAPTAIN
- CAPTAIN 101
- CAPTAIN Central Valley





# Placer County SELPA CAPTAIN Network of Coaches

Laura Blackburn, M.S.  
Kristi Gregersen, M.A.



# PCCOE

---

G O L D   I N   E D U C A T I O N





19 LEAS

108 Schools

2 participants from each school

=216 participants







COACHING AND PARTICIPANT NOMINATION FORM  
FALL 2017 EVIDENCE-BASED PRACTICES FOR AUTISM

Name of LEA/District: \_\_\_\_\_  
 We will continue to have a coach  
 We are building capacity within our district for coaching and implementation

**COACHES** (if applicable)

Proposed Coach:  
Name: \_\_\_\_\_  
Current title: \_\_\_\_\_  
Background, training and experience related to autism: \_\_\_\_\_

Proposed Coach:  
Name: \_\_\_\_\_  
Current title: \_\_\_\_\_  
Background, training and experience related to autism: \_\_\_\_\_

**PARTICIPANTS**

Proposed Participant:  
Name: \_\_\_\_\_  
Current assignment:  
Role (e.g. teacher, S.P., OT, Psychologist, Behaviorist) \_\_\_\_\_  
School site: \_\_\_\_\_  
Grade level (s) served: \_\_\_\_\_  
 # of students with a primary or secondary disability of autism: \_\_\_\_\_  
Year completed Autism trainings: \_\_\_\_\_; if no, no relevant training: \_\_\_\_\_

Proposed Participant:  
Name: \_\_\_\_\_  
Current assignment:  
Role (e.g. teacher, S.P., OT, Psychologist, Behaviorist) \_\_\_\_\_  
School site: \_\_\_\_\_  
Grade level (s) served: \_\_\_\_\_  
 # of students with a primary or secondary disability of autism: \_\_\_\_\_  
Year completed Autism trainings: \_\_\_\_\_; if no, no relevant training: \_\_\_\_\_

Proposed Participant:  
Name: \_\_\_\_\_  
Current assignment:  
Role (e.g. teacher, S.P., OT, Psychologist, Behaviorist) \_\_\_\_\_  
School site: \_\_\_\_\_  
Grade level (s) served: \_\_\_\_\_  
 # of students with a primary or secondary disability of autism: \_\_\_\_\_  
Year completed Autism trainings: \_\_\_\_\_; if no, no relevant training: \_\_\_\_\_

Proposed Participant:  
Name: \_\_\_\_\_  
Current assignment:  
Role (e.g. teacher, S.P., OT, Psychologist, Behaviorist) \_\_\_\_\_  
School site: \_\_\_\_\_  
Grade level (s) served: \_\_\_\_\_  
 # of students with a primary or secondary disability of autism: \_\_\_\_\_  
Year completed Autism trainings: \_\_\_\_\_; if no, no relevant training: \_\_\_\_\_

Signature of LEA/District Administrator: \_\_\_\_\_

Return to Leona Blackburn by July 31<sup>st</sup>, 2017 [leblack@selpa.com](mailto:leblack@selpa.com) or fax to 877-694-6289









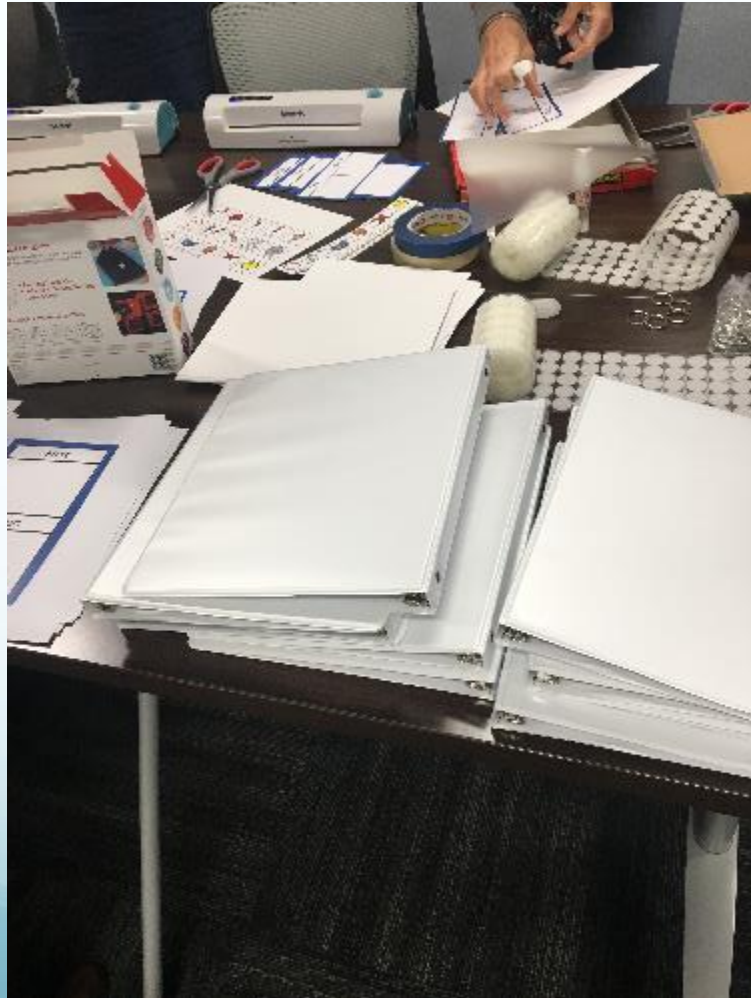


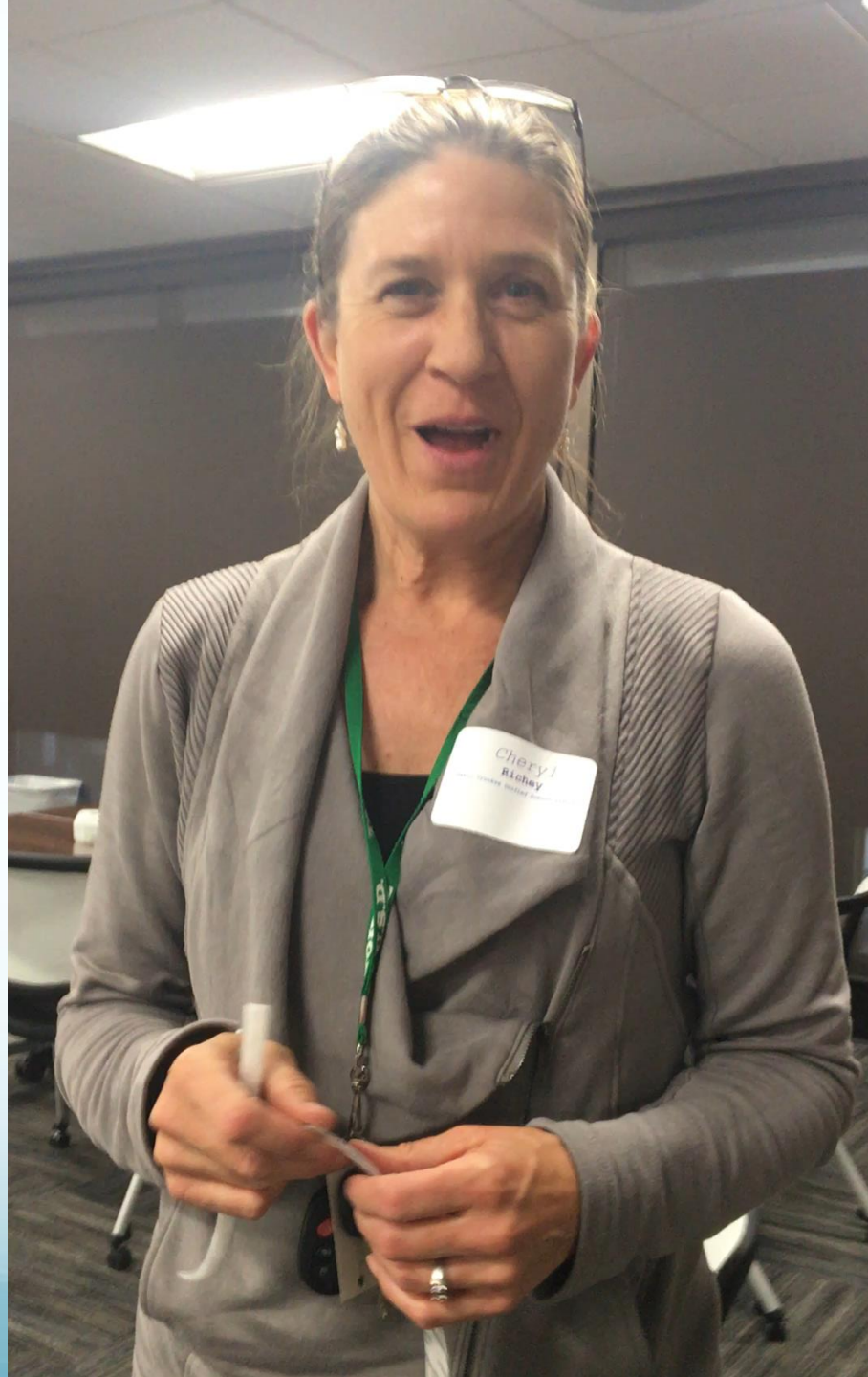
### Jake's Morning Schedule

1	wake up 	get out of bed 	put on robe 	put on slippers 
2	use bathroom 	go to toilet 	wash hands 	dry hands 
3	brush teeth 	put on pants 	put on shirt 	put on shoes 
4	tidy pacamac 	put in drawer 	make bed 	come for breakfast 











+









QUESTIONS    RESPONSES    3

Section 1 of 5

## CAPTAIN Classroom Observation Form


Form description

**Email address \***

Valid email address

This form is collecting email addresses. [Change settings](#)

Image title



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





# What have we learned?



What would/did we  
change?





10 LEA's

2 Non Public Schools

16 coaches

24 participants

**C.A.P.T.A.I.N.**  
California Air Pollution Training Institute  
an Air Resources Board program







# A Framework for Providing Staff Training on Evidence Based Practices

Presented by: Kristi Baysinger, M.A., BCBA  
Autism Coordinator  
San Joaquin County Office of Education





# There are 27 EBP's!!

## Where do you even begin?

- Always start with the data right?
- Identify the training needs and interests:
  - Google Survey all Aut Teachers
  - Ask administrators
  - Ask service providers working in the classrooms
  - Identify trends
  - Historical data



# Sample Questions

## Teacher Survey

- I have a good understanding of EBP's
- I use the following EBP's in my classroom
- I am comfortable training my staff to implement EBP's in my classroom
- I would like to learn more about the following EBP's: (ABI, PECS, SPG's, Video modeling, PRT, DR, other)
- I would like more support and training on coaching my staff
- I learn best when trainings include . . .
- I would like more training in the following areas. . .
- I feel comfortable providing a training in the following areas



# Results

- 65% of our teachers responded to the survey
- The majority of them felt that they had a good understanding of what EBP's are
- Reported using the following EBP's regularly:
  - PECS
  - DTT
  - PRT
  - Reinforcement
  - Task Analysis
  - Exercise
  - Modeling
  - Prompting
  - Video modeling
  - Visual supports
  - Extinction



# Results Continued

- The teachers responded that they felt comfortable coaching their staff to implement EBP's in their classroom
- Collectively they requested to learn more about *Structured Play Groups* and *Pivotal Response Training*
- Requested additional training on improving their ability to coach their staff





# Connections! Program

- Our Connections! Program consists of 17 preschool Autism Classes throughout San Joaquin County
- All classrooms utilized Evidence Based Practices to increase learning rates and address behavior concerns
- Training on EBP's is provided formally on a monthly basis and informally on an on going basis



## Connections! Staff Training Schedule 2016-2017 School Year



Date/Time	Who	Topic	Trainers	Location
<b>8/17</b> <b>1:00 - 2:15 pm</b>	Teachers /Staff	DTT Updates and Refresher	BIS	McFall
<b>9/7</b> <b>7:45 am- 2:15 pm</b>	Teachers /Staff	MAB for Preschool	BIS	McFall
<b>10/5</b> <b>1:00-2:15 pm</b>	Teachers/Staff	Antecedent Based Interventions	BIS/Teacher	McFall
<b>10/19</b> <b>1:00-2:15 pm</b>	Teachers/ Staff	PECS	SLP	McFall
<b>11/9</b> <b>1:00-2:15 pm</b>	Teachers/Staff	Pivotal Response Training	BIS/SLP	McFall
<b>11/30</b> <b>1:00-2:15 pm</b>	Teachers	Program Progression	BIS	McFall
<b>1/18</b> <b>7:45 am-2:15 pm</b>	Teachers/ Staff	EBP's in Preschool Classrooms	Ananda Aspen	TBD
<b>2/8</b> <b>1:00-2:15 pm</b>	Teachers	Coaching	BIS/ Mentor Teacher	McFall
<b>3/8</b> <b>1:00-2:15 pm</b>	Teachers/ Staff	Responding to Behavior Issues	BIS	McFall
<b>4/5</b> <b>1:00-2:15 pm</b>	Teachers/ Staff	The Incredible Flexible You	BIS/ SLP/ OT	McFall
<b>5/10</b> <b>1:00-2:15 pm</b>	Teachers/ Staff	Exercise: Let's Get Moving	OT	McFall



# Differentiated Training Schedule

- In order to address the varying levels of experience and training needs training topics are differentiated per position and/or years in position
  - Teacher
  - Aide
  - Teacher/Aide combined trainings



## CONNECTIONS! STAFF TRAINING SCHEDULE 2017-2018 SCHOOL YEAR



DATE/TIME	WHO	TOPIC	TRAINERS	LOCATION
8/16 1:00 - 2:15 pm	Teachers	Legal Implications	Monica Filoso Kristi Baysinger	McFall
	Aides	PRT	BIS	
9/13 7:45 am- 2:15 pm	Teachers/ Aides	Report Writing & Coordination/ Program Progression	BIS	McFall/ Assigned Sites/Classrooms
10/18 1:00-2:15 pm	Teachers	Classroom Management	Teachers	McFall
	Aides	PECS	SLP	
11/15 1:00-2:15 pm	Teachers	Psych Test Interpretation/ K-1 Considerations	Irene Acevedo SELPA	WEC Greenwood 4
	Aides	Structured Play	BIS	McFall
12/20 1:00-2:15 pm	Teachers/ Aides	Progress Reports/Prep	N/A	Assigned Classrooms
1/17 7:45 am-2:15 pm	Teachers/ Aides	Evidence Based Practices	Ananda Aspen Fresno Diagnostic Center	WEC Greenwood 3
2/21 1:00-2:15 pm	Teachers	Coaching	Teacher/BIS	McFall
	Aides	Reinforcement and Beyond	BIS	
3/14 1:00-2:15 pm	Teachers	Differentiating Instruction	Teachers	McFall
	Aides	Data Collection	BIS	
4/25 1:00-2:15 pm	Teachers/ Aides	Incorporating Sensory Strategies	OT's	McFall
5/23 1:00-2:15 pm	Teachers/ Aides	Progress Reports/ Prep	N/A	Assigned Classrooms





# How many EBP's is that you ask?

- So . . . In the last 2 years we have trained our Connections Staff on the following EBP's
  - Discrete Trial
  - Antecedent Based Interventions
  - PRT
  - Exercise
  - Reinforcement
  - Differential reinforcement
  - Prompting
  - PECS
  - Structured Play Groups
  - Video Modeling
  - Visual Supports
  - Etc!!!!



# Foundations Training

- Two 6-hour Training Days
- Teachers and staff working in Aut and SH preschool and primary classes
- Day 1:
  - Covers # Evidence Based Practices
  - Applied Behavior Analysis (BIS)
  - Basic Behavior Management (BIS)
  - Promoting language opportunities using EBPs (SLP)
  - Incorporating exercise to increase learning rates (OT)
- Day 2:
  - Discrete Trial Training (BIS)



# Foundations Training

- Helps to ensure that our staff are qualified to implement *Evidence Based Practices*
- ALL staff presenting DTT are required to complete in the Foundations Training, which includes extensive hands-on learning
- During the 2016-2017 over 100 staff completed the Foundations Training



# Training Feedback Forms

- Following each training we request input from the participants
- Sample input includes knowledge prior to the training and after, relevance to current classroom, format, and future training topics.
- Overtime, this has provided us valuable information allowing us to make data based decisions regarding the format of our trainings, and training topics.





# SJCOE Min Day Trainings

- SJCOE has 5 county wide minimum days
- This allows opportunities for staff across all of our programs to receive training on a variety of topic areas, including EBP's.
- This year our staff at large have/will receive training on a variety of EBP's. The training topics included:
  - Behavior Basics
  - Social Language
  - Structured recess/Motor opportunities



# SJCOE Min Days

- This year we have adopted weekly minimum days to allow for common planning, staffing meetings, and training
- Our DIS providers (BIS, SLP, OT) routinely schedule targeted training during this time.
- This time has also been utilized to discuss specific students, allow for the team to collaborate and gain ideas and insight from one another



# Staff Development Committee

- Committee includes administrators, teachers, mentor teachers, DIS providers, and aides
- Recruit information from the larger SJCOE Special Education staff regarding training needs, projected topics, and on going professional development.
- Make recommendations to the administrative team regarding future training needs and structure.



# Training Sequence

- This year we introduced an Instructional Assistant and Teacher training sequence covering the foundational skills to effectively work in our classrooms
- The IA sequence includes 10 trainings (approx. 40 hours of training)
- The Teacher training sequences includes 13 trainings (approx. 50 hours of training)
- Trainings are provided from a variety of in house and/or local experts





# Show me the Data

- Sample training topics include: Behavior Basics, Discrete Trial, Goal Development, Evidence Based Practices, Report Writing, A Collaborative Approach, Classroom Management, and IEP adherence.
- We have a tracking sheet that monitors staff progression through the various trainings
- We are excited to document this training occurring county wide and extending across a variety of topics



# Coaching

- We are fortunate at SJCOE to have so many skilled service providers including BCBA's, SLP's and OT's.
- All service providers provide consultation regarding the students they are serving
- This allows on going training opportunities specific to the needs of the students and their classrooms



# Future Goals

- Fidelity checklists for EBP's
- Increase the number of peer-to-peer trainings provided
- Adopt a formalized approach to coaching
- Revamp and re-energize our parent training program



Thank you for your time!





# Replicating the NPDC Model in an Adult Day Program: A Report On Sustainability

Presented by: **Mary Rettinhouse**, BCaBA  
ASD Program Coordinator  
Alta California Regional Center

& **Jessica Knuth**  
Vice President of Operations  
REACH Adult Development, Inc.



# REVIEW

2013-2015: Alta California Regional Center worked with REACH Adult Development, Inc. to replicate the NPDC model for adult learners



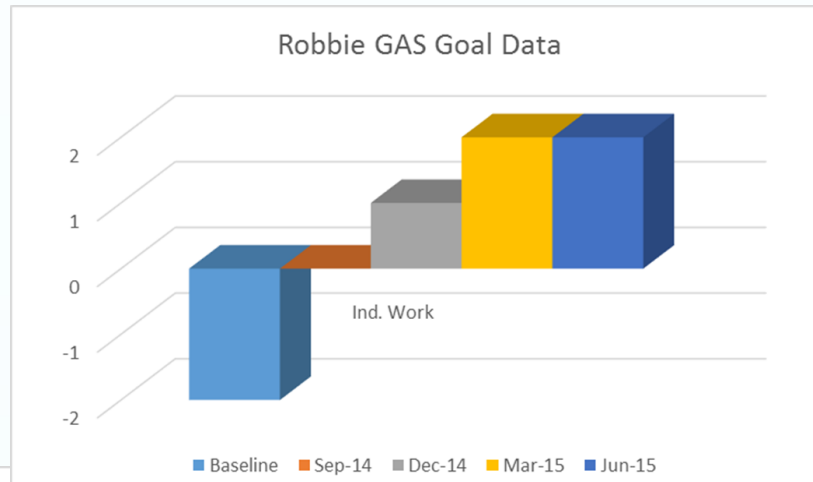
# What We Did

- Targeted 1 day program site and 3 clients
- All site managers received training on Coaching
- All site managers and direct staff received training on use of **Reinforcement & Visual Supports**

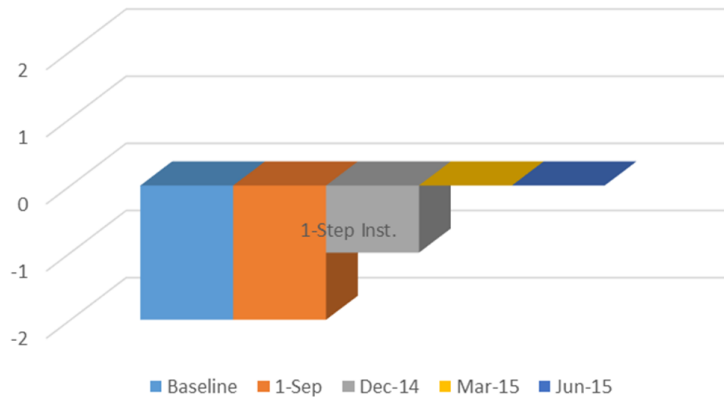


# Client Outcomes

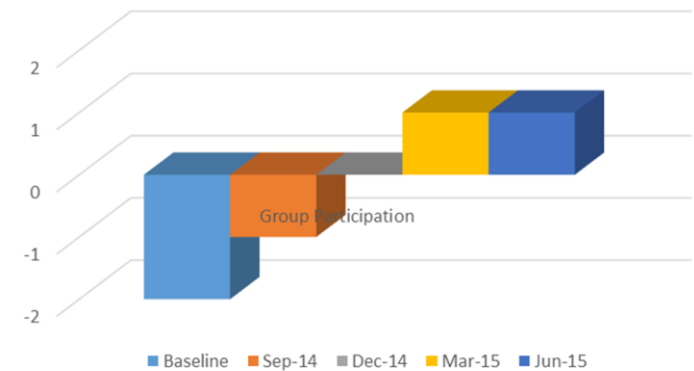
- All clients met or exceeded their goals!



Larry GAS Goal Data



Shannon GAS Goal Data







# Client Update- Shannon





# Client Update- Larry





# Now...

- REACH has implemented both individual and group reinforcement and visual support systems across all 6 sites and **180** clients!





# Let's Take a Look

- Reinforcement System: REACH Bucks & Store







# Group Visual Supports

## DAILY SCHEDULE

TIME FOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	SELF-HELP	SELF-HELP	SELF-HELP	SELF-HELP	SELF-HELP
	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING
	SNACK TIME	SNACK TIME	SNACK TIME	SNACK TIME	SNACK TIME
	BOWLING	LIBRARY	ARTS AND CRAFTS	COOKING CLASS	FREE CHOICE
	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME
	SELF-ADVOCACY	SELF-ADVOCACY	SELF-ADVOCACY	SELF-ADVOCACY	SELF-ADVOCACY
	VOCATIONAL	VOCATIONAL	VOCATIONAL	VOCATIONAL	VOCATIONAL
	LOADING	LOADING	LOADING	LOADING	LOADING

ARTS AND CRAFTS

FREE MEETING



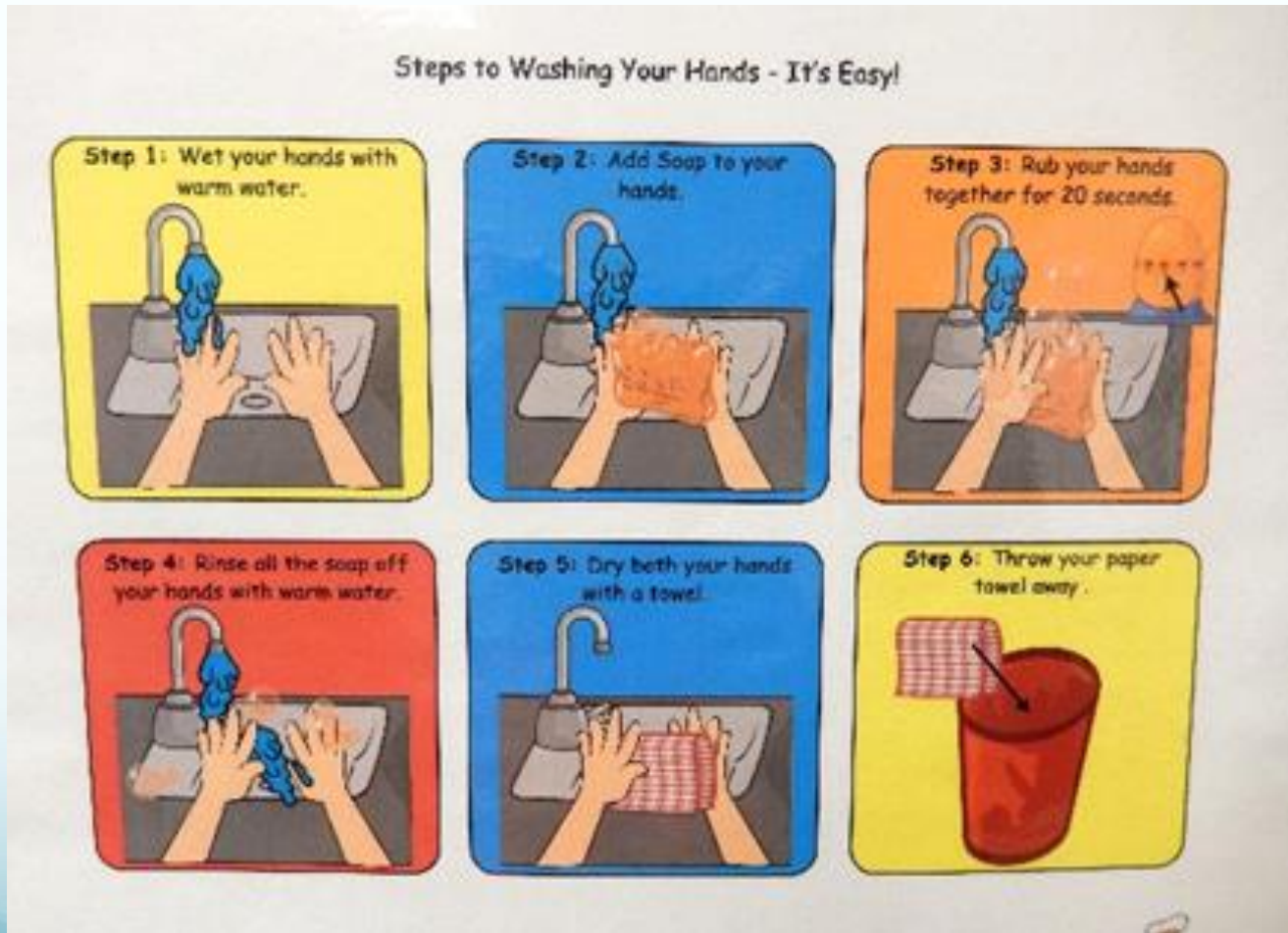
# Group Visuals- Site Rules







# Group Visuals- Skills Teaching

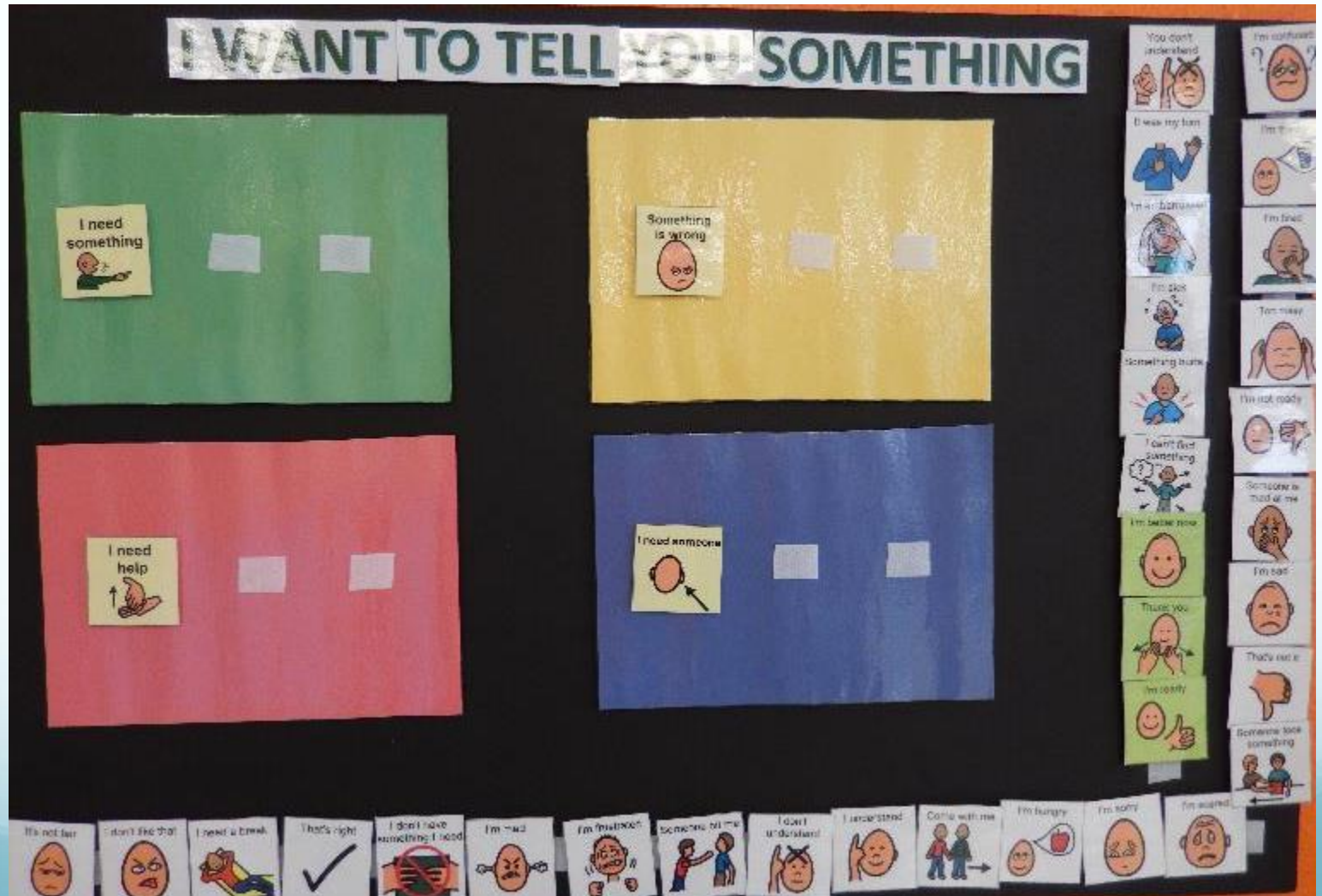






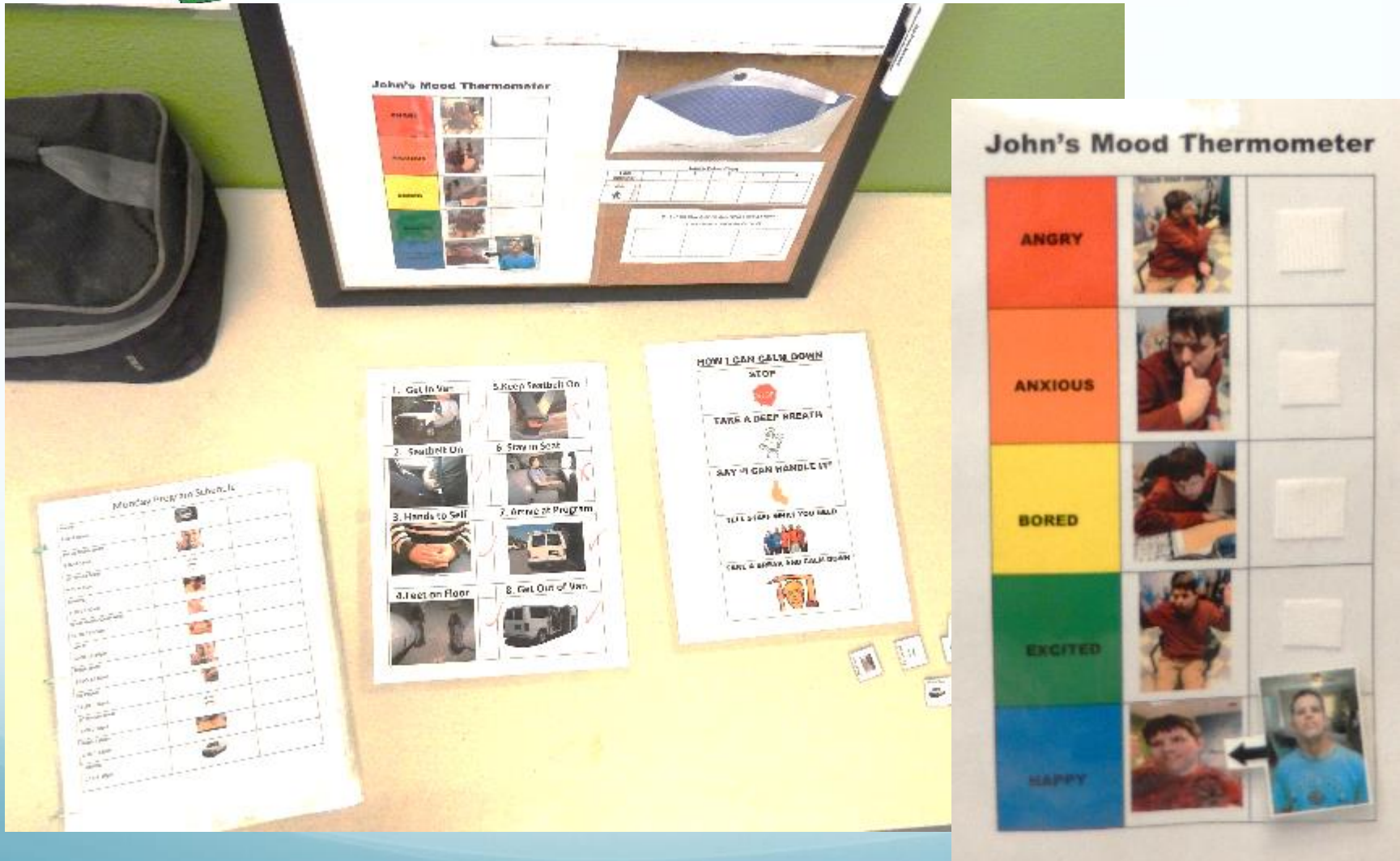


# Group Visuals- Behavior/Communication





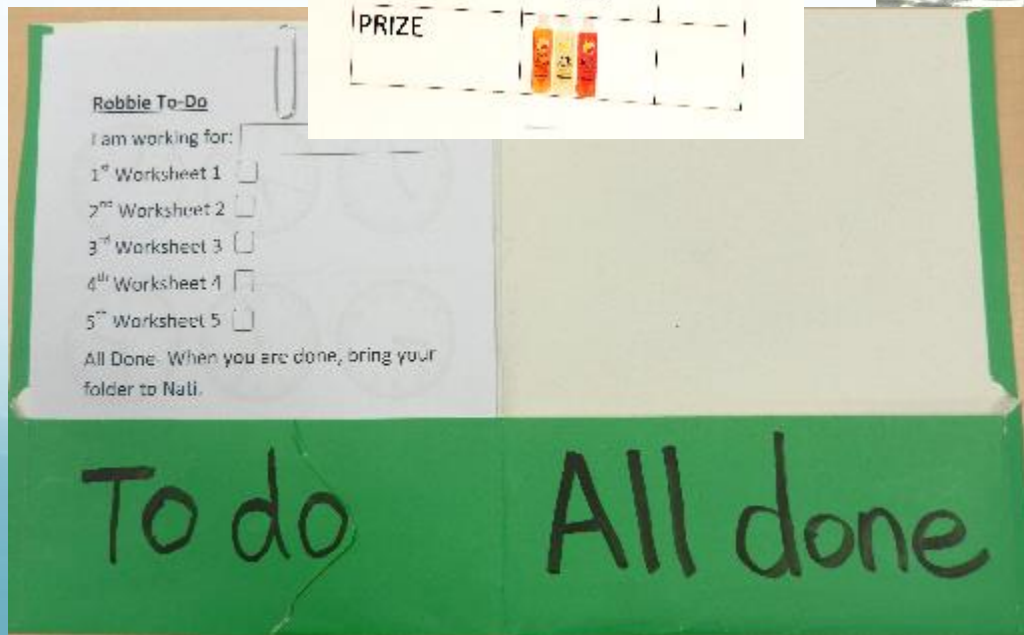
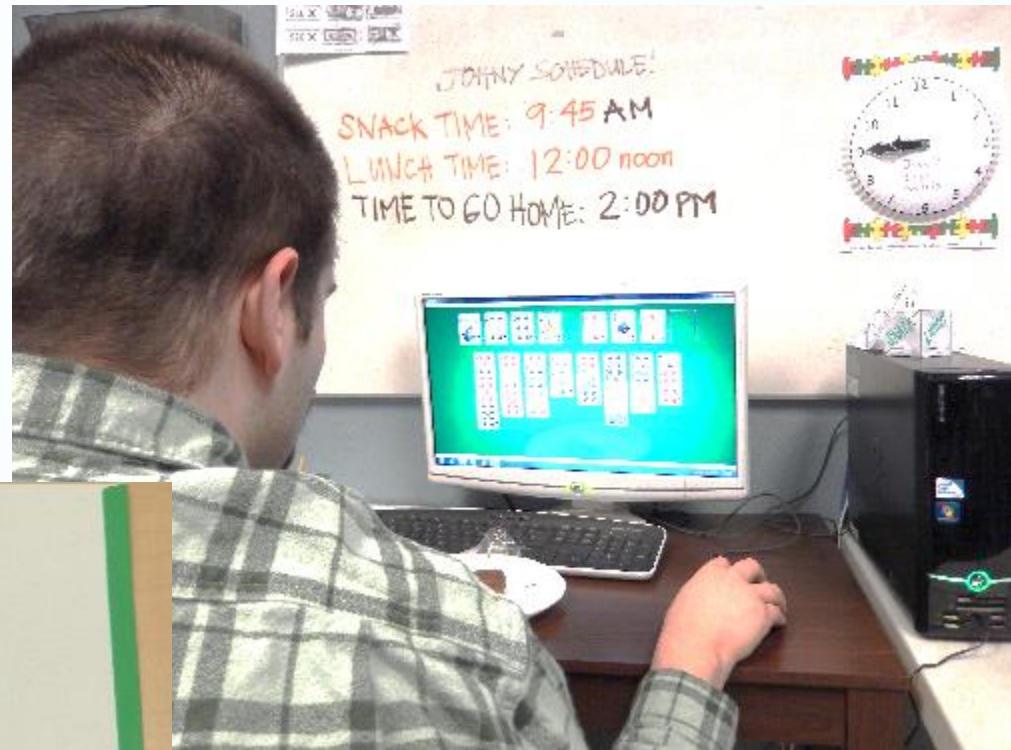
# Individual Visual Supports







# Individual Visual Supports





# Additional Outcomes

- Eliminated the use of restrictive interventions such as physical restraint within first year!





# Additional Outcomes-Staff

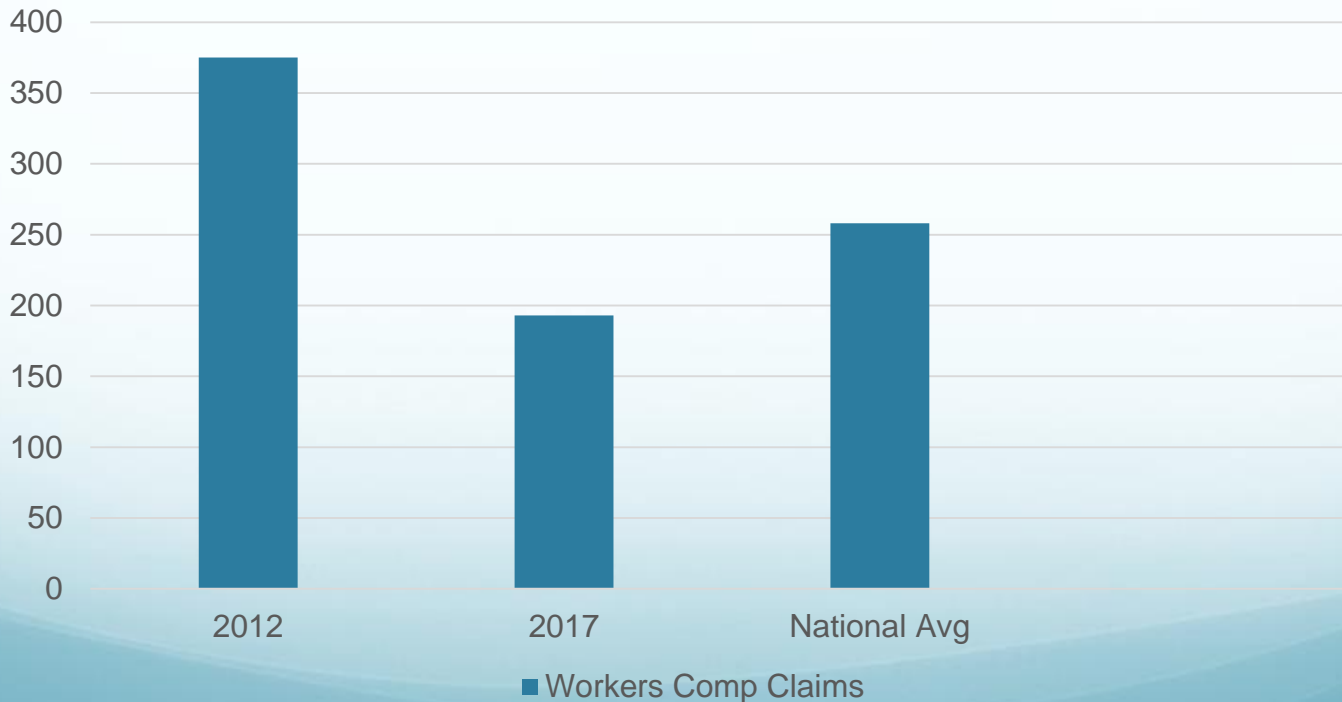
- Less incidence of both client and staff injuries
- Increased staff retention rates
- Increased job satisfaction
- Increased confidence in performing job duties



# Additional Outcomes- Program

REACH saves over \$50,000 annually on workers compensation claims!

Workers Comp Claims- XMod Score





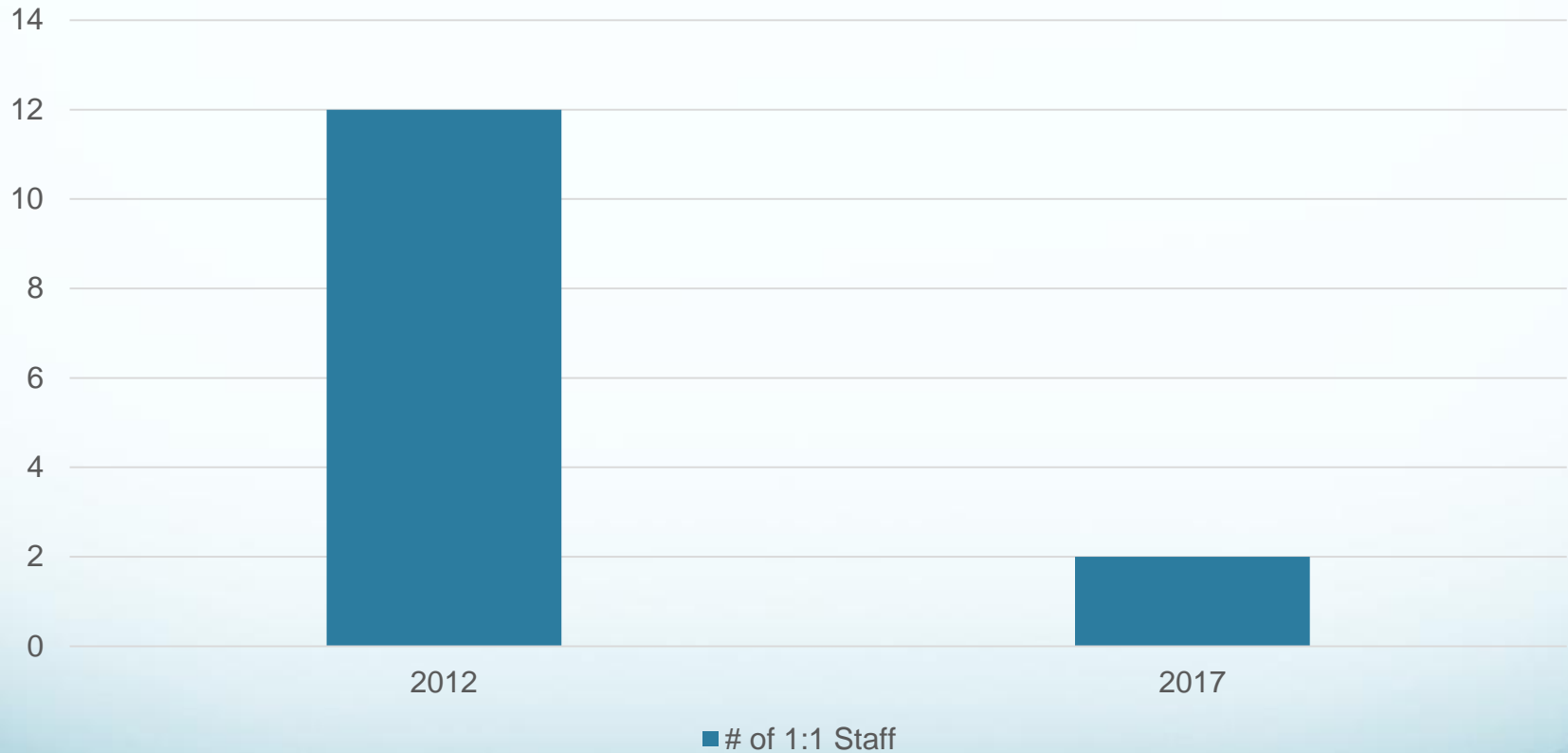
# Additional Outcomes- Clients

- Reduced need for individual behavior intervention plans
- Reduced need for 1:1 staffing
- Greater access to program curriculum
- Greater percentage of overall ISP goals met



# Supplemental Staff Data

Number of 1:1 Staff Across Sites







# Factors that Contribute to Sustainability

- Training on EBPs built into new staff training
- Ongoing performance evaluation and feedback
- Monthly site assessment and feedback for managers
- With less concern for personal safety, staff are able to focus more on preventative and proactive methods for achieving outcomes



## Successful Living with Autism through Training and Education (SLATE)



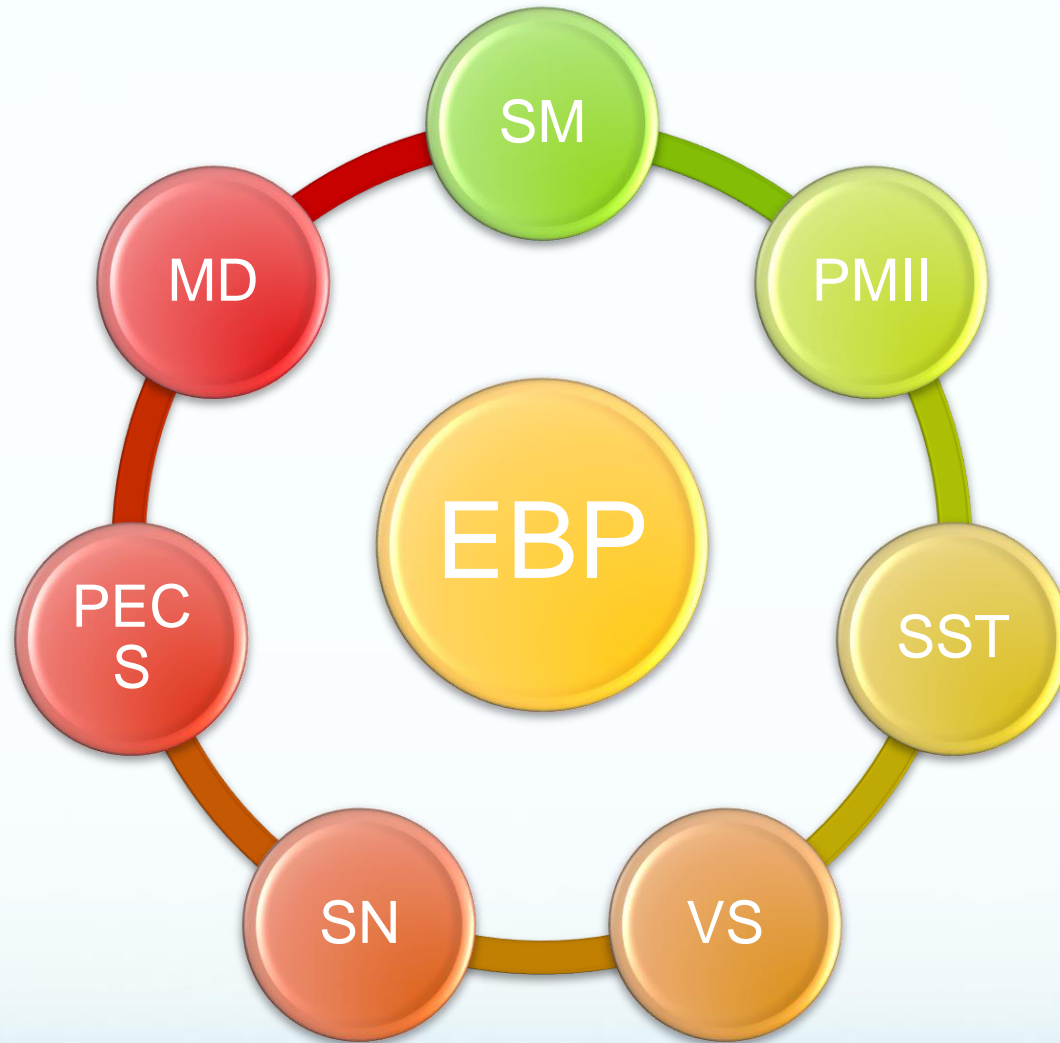
SLATE





**GET SOCIAL EMOTIONAL TRAINING (SET)**





**EBP'S FOR SUMMER!**



# PARENT TRAINING





# PROFESSIONAL TRAINING

**Rowell Family Empowerment of Northern California**  
SLATE Model Format Developed for Children and Youth with Autism Spectrum Disorders

**INDIVIDUAL SERVICE PLAN (ISP)**

*(This ISP shall be developed and placed in the consumers record within One week following enrollment and implemented immediately)*

Name of Consumer: Jimmy Dean FNRC Representative: Bill Billy

Guardian: Suzie Q Additional Participants: Group Leader

Date Implemented: June 15, 2010 Date Concluded: Aug. 5, 2010

**Consumers Strengths and Interests:** Strengths include Basic computer skills, drawing and building legos. He is also good at putting together shape puzzles. He loves to swim and swing.

**Consumers Aversions and Problem Behaviors:** He is afraid of flying things such as birds, insects, and fridge. He is very sensitive to smells such as perfumes and lotions. If he needs something or wants something he will hit and tantrum instead of using his words, signs or gestures. He will run out of the room if over stimulated instead of using techniques to calm himself.

**Calming Techniques Used at Home:** A quiet area with dim lights is calming to him. He also like to rock in a rocking chair while humming to himself. Hammock swings also provide a calming feeling for him. Another thing that works is the use of a yoga ball on his back.

**Consumers Current Level of Functioning and Communication Methods:** (address social, behavioral, physical and emotional/functional levels) He uses minimal language, usually only one or two words at a time. He will also use some simple signs and gestures such as pointing or tugging. Picture exchange system is also used at times but not consistently. He does tend to get over stimulated easily causing him lose focus and not be able to take in verbal input.

Group Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Consumers Goals and Objectives Progress Record**

*(Please list a minimum of 1 goals per consumer)*

<b>Goal #1</b>	He will be able to spontaneously communicate needs and desires through using simple words and gestures 8 out of 10 attempts by the end of the program as set by the target completion date.	
<b>Objective(s):</b>	His needs and desires will be expressed and understood by the listener such as Inviting a friend to play or asking for a break.	<b>Target Completion Date: Aug. 5, 2010</b>
<b>Strategies/Skills:</b>	Visual imprinting with the use of the Model Me Kids video modeling series depicting a specialized skill per video clip. Use of cue cards to assist as a visual reminder of desired skill. Verbal and physical prompts will be used throughout the day in all settings to help with generalization of skills.	
<b>Plan:</b>	He will watch a video model of children interacting to understand and get a visual picture to refer back to while participating in role playing, scripted activities to practice communicating needs and desires. He will also be able to recall skills and techniques learned with minimal prompting so he can generalize them to all settings, home, school, and community.	
<b>Ongoing Updates</b>		
<b>Dates:</b>	<b>Progress Toward Goals:</b>	
<b>June 15-29, 2010</b>	During the first two weeks after the skill was introduced meltdowns and yelling occurred each time a desire was not met such as taking a game away from a friend instead of inviting his friend to play with him.	
<b>July 6, 2010</b>	Through frequent visual, verbal, and physical prompting by week three he was able to successfully invite a friend to play 3 out of every 10 attempts.	
<b>July 14, 2010</b>	Week four, he is now using simple one and two word sentences such as "come please" and "no more" to get his desire met. He is also using simple signs for stop, no, and thank you to communicate with friends and staff. He is successfully understood and is now using skills learned 6 out of every 10 attempts and interactions.	
<b>Aug. 5, 2010</b>	By the end of the program he is now able to successfully invite and join a group or activity in all settings such as home, school, and community settings no facilitated assistance 8 out of 10 attempts without <u>tantruming</u> , yelling, or running out of the room	

# INDIVIDUAL SERVICE PLAN





# CURRICULUM



Visit [www.captain.ca.gov](http://www.captain.ca.gov) click on AFIRM Modules

The screenshot shows the CAPTAIN website homepage. At the top right, there are navigation buttons for 'Home', 'About', and 'News'. The main header features the CAPTAIN logo and the text 'California Autism Professional Training and Information Network'. Below the header, there is a 'Welcome' section with a paragraph about CAPTAIN's mission and a list of its goals. To the right, there is a 'Quick Links' section with a red dashed box containing the text 'CLICK HERE FOR ONLINE AUTISM COURSE' and a red arrow pointing to the 'AFIRM ASD Learning Modules' link.

**Welcome**

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.
- Establishing supports that are locally based with trainer of trainers at the local level.
- Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.

**Quick Links**

- National Professional Development Center On Autism Spectrum Disorders
- AFIRM ASD Learning Modules
- National Autism Center
- CAPTAIN Resources
- EBP Trainings
- SHOWCASE

## AFIRM Autism Focused Intervention Resources and Modules

### 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.

Visit the [Learn with AFIRM](#) section to find out more.

Get started - it's free and easy!

# DATA COLLECTION

# Calming Corner



How to Compliment...

- Be positive
- Be truthful
- Be specific
- Think about what you admire
- Consider strengths and talents

When.....

## Social Contract

The golden rule

- Being caring & understanding
- Be helpers
- Friendly
- Be honest
- Be respectful
- Be kind
- Encourage others
- Be mature
- Separate

## Tuesday, July 25<sup>th</sup>

- 9:00 Arrival - Welcome
- Partner/group games
- 9:15 Greetings & Checking-in Activity
- 9:30 Outside time
- 10:00 Snack time
- 10:30 Science Activity
- 10:45 Sensory Room
- 11:15 Movie Inside Out in Rm #5
- 12:00 Time to go home

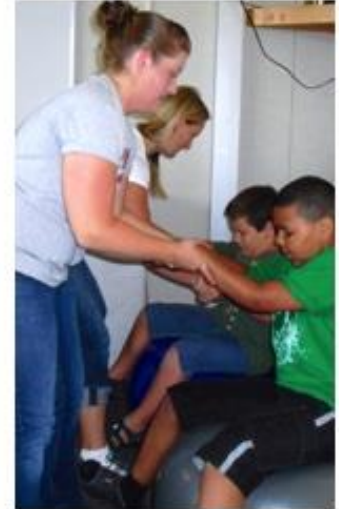
# VISUAL SUPPORTS





# Sensory Room





# Sensory Room

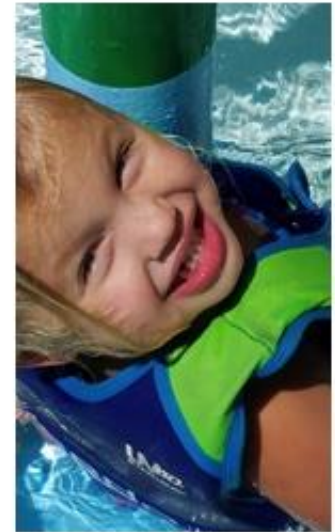


# INCLUSION IN ALL SETTINGS





# FIRST RESPONDER SAFETY



**COMMUNITY INCLUSION**





# COMMUNITY INCLUSION



# PEER SUPPORT





**FAMILY SUPPORT**





**BRINING PARENTS & PROFESSIONALS TOGETHER**





**CREATING A SAFE & INCLUSIVE COMMUNITY**

"Tell me and I forget.  
Teach me and I  
remember. Involve me  
and I learn."

-- Benjamin Franklin



**CAPTAIN 101**

A photograph of a charred tree with a sign that reads "WE WILL BE BACK BETTER! STRONGER! JENNA PLACE POSSE" in a destroyed area. The tree is the central focus, with its dark, skeletal branches reaching upwards. The sign is a piece of light-colored paper or cardboard, with the text written in black, hand-drawn letters. The background shows a landscape of destruction, with rubble, charred remains of buildings, and other dead trees under a pale, hazy sky. The overall mood is one of resilience and hope in the face of devastation.

WE WILL BE BACK  
BETTER!  
STRONGER!  
"JENNA PLACE POSSE"



# 2<sup>nd</sup> Annual REGIONAL CONFERENCE 10/28/2017 – Ukiah High School



## AUTISM: WHAT WORKS?

EVIDENCE-BASED PRACTICES ACROSS THE LIFESPAN







## CAPTAIN 101 NORTH

Del Norte, Humboldt, Lake, & Mendocino Counties



# Collaboration



Redwood Coast Regional Center





# Collaborative Funding

- Ukiah High School Donated Site and last minute copies!
- RCRC funded 8 parents and staff registration fees
- 14 DISTRICTS from Point Arena to Sacramento funded staff registrations
- 10 Regional Center Vendors paid for staff to attend
- Mendocino SELPA funded up front costs for the conference and immense clerical support before, during and after!
- WarmLine funded totes and prepped visual supports!



# Keynote



**UC DAVIS**  
**MIND INSTITUTE**

## Bridging the Gap Between Research and Practice

Aubyn Stahmer, PhD, BCBA-D

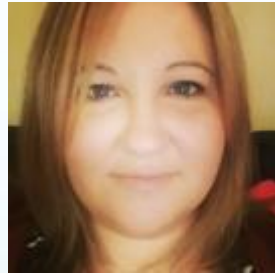
Patty Schetter, MA, BCBA

UC Davis MIND Institute





# CAPTAIN LEADER AND CADRE MEMBERS OFFERED WORKSHOPS!





# Keynote



**UC DAVIS**  
**MIND INSTITUTE**

## Bridging the Gap Between Research and Practice

Aubyn Stahmer, PhD, BCBA-D

Patty Schetter, MA, BCBA

UC Davis MIND Institute



# AUTISM 101

## Denise Keller

### AUTISM EARLY SIGNS IN INFANTS



**1 Unusual visual fixations**  
Unusually strong and persistent examination of objects



**2 Abnormal repetitive behaviors**  
Spending unusually long periods of time repeating an action, such as looking at their hands or rolling an object



**3 Lack of age-appropriate sound development**  
Delayed development of vowel sounds, such as "ma ma, da da, ta ta"



**4 Delayed intentional communication**  
Neutral facial tones and decreased efforts to gesture and gain parent attention



**5 Decreased interest in interaction**  
Greater interest in objects than people and difficult to sustain face-to-face interactions

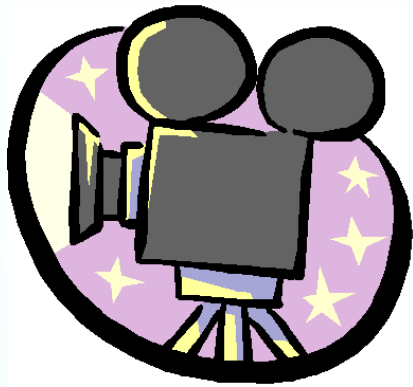


UC DAVIS  
MIND INSTITUTE



# VIDEO MODELING

## Patty Schetter









## Student Volunteers



## WarmLine Totes!







# MERMAZING CHLOE!

## LUNCH KEYNOTE





# INFO. TABLES AT LUNCH!







# Functional Communication Training

## Jo-Anne Matteo





# Social Narratives

## Jennifer Streeter





# CLOSING PANEL & RAFFLE





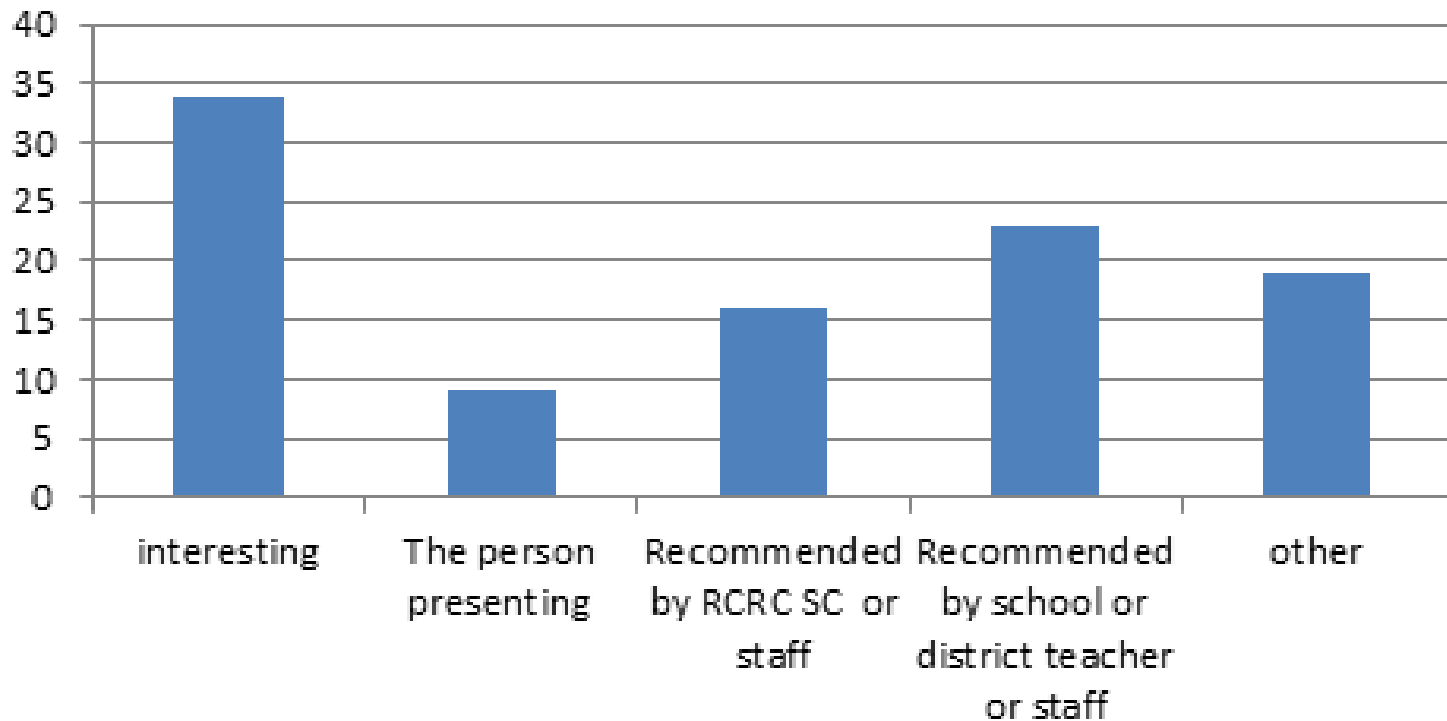
# TIPS:

- Saturday – means no subs are needed = more teacher and paraprofessional turnout!
- Get the districts invested! Get administrative support and financial approval and then sign up teachers and paraprofessionals in person!
- Coordinate with Regional Center to cover parent attendance for parents of Regional Center clients.
- High school students make great volunteers – and usually need service hours to graduate!





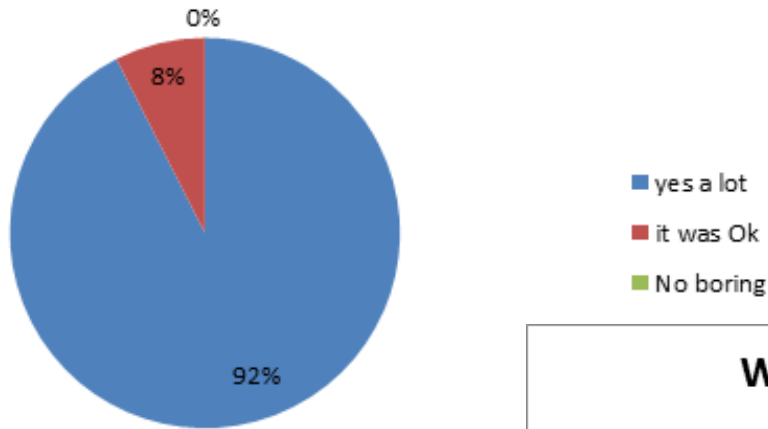
## Why did you attend this program?



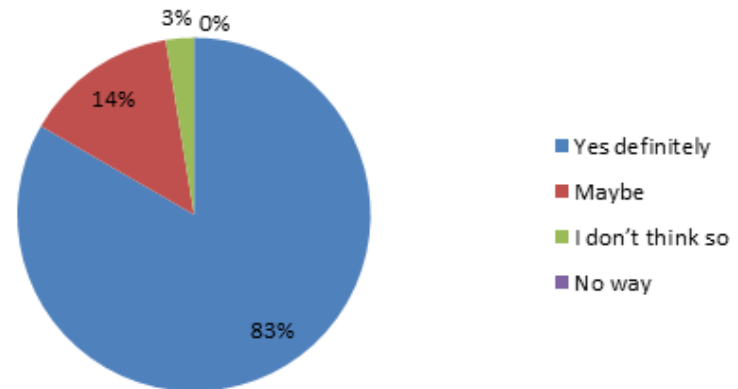


# So how did we do...

## Did you like it?



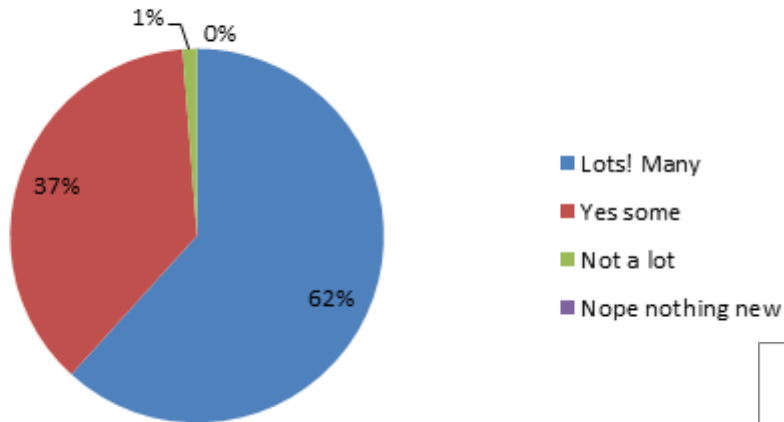
## Will this help in your life?



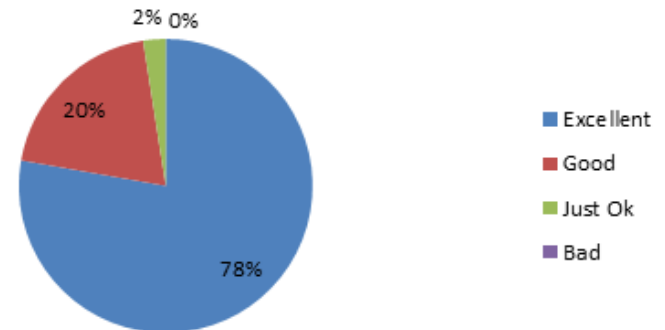


# So how did we do...

## Did you learn new things?



## What grade would you give the whole event?





# ANNUAL CAPTAIN 101 NORTH

regional conferences

COMING UP

Eureka – October 2018

Ukiah – April 2019





# PMII Project

Michelle Austin, M.A., CCC-SLP  
Marissa Saldate, M.A.





## Fresno Unified Today . . .

- Currently there are 1,272 students in FUSD with a primary disability of autism
- Currently we serve approximately 600 students in our autism programs
- Approximately 10% of our SPED population has the primary disability of autism
- Between 7-8% growth each year
- We have a total of 58 autism programs
  - 37 Early Intervention SDC programs
  - 16 inclusion programs
  - 5 intensive behavior programs



# Fresno Unified Tomorrow ...

- Our programs grow on average of three to five per year
- With anticipated growth it is imperative to have the following:
  - Comprehensive continuation of services to meet students' needs
  - Services provided in students' neighborhood schools
  - Students are provided EBP's in ALL programs





# The Vision Meets the Diagnostic Center

- The DCC staff provides on site consultation, coaching, training, and technical assistance to the educational team in program design.
- Projects focus on district generated goals and objectives.
- The PMII project for FUSD started at Starr Elementary







# The PMII project

- *Peer Mediated Instruction and Intervention:*
  - “Typically developing peers are taught strategies that increase social learning and opportunities in natural environments”
- With this in mind the DCC supported FUSD in creating an inclusive environment through . . .
  - Developing peer relationships
  - Supporting special education students in communication skills, and
  - Social pragmatic skills



# Goals of the PMII Project

- To increase students with autism expressive language along with initiation of social skills
- To show growth in these two areas in the natural setting





# Press “Play”

- Step One:
  - Permission Slips were sent to parents in both our autism focus group along with our typical peers





# Step One: Green Light



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**Melanie Johnson**  
Director, Diagnostic Center  
Central California  
1818 W ASHLAN AVE  
FRESNO, CA 93705  
PHONE: (559) 243-4047  
FAX: (559) 222-1673

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

August 2018

Re: Collaborative Instructional Support Project for Teachers

Dear Parents,

The Diagnostic Center is one of three centers operated by the California Department of Education that provide staff development training, technical assistance and consultation services to special and general education teachers throughout California. We are pleased to announce that the education staff of Fresno Unified School District, including your student's teacher, have been selected to participate in a collaborative instructional support project provided by the Diagnostic Center, Central CA.

The purpose of our partnership is to provide training and classroom-based support for educators that will focus on:

- Enhancing communication opportunities for students through a variety of Evidence Based Practices EBP (for both verbal and non-verbal students)
- Train peers to implement Peer Mediated Instruction and Intervention (PMI)I to enhance social communication and increase language (language Modeling, AAC and aided language stimulation, etc.)

The project is designed to include possible classroom observation, informal consultation, formal professional development training and on-site coaching or technical assistance.

As the focus of this project is on improved instructional delivery systems, work with teachers will be a priority. Although your student will not be evaluated as part of this project, your consent for classroom observations and professional collaboration is required.

Please complete the attached form and return to your student's teacher as soon as possible. Also, please do not hesitate to contact us with comments or concerns.  
Thank you for your continued support!

Sincerely,

\_\_\_\_\_  
<insert "name, Principal">  
< insert School>  
<insert phone>

**Melanie Johnson**

Melanie Johnson, Director  
Diagnostic Center, Central CA  
559-243-4047





# Step One: Green Light



California Department of  
**EDUCATION**

**Diagnostic Center Central CA  
1818 W. Ashlan Avenue  
Fresno, CA 93705  
559-243-4047**

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

**To:** Parents of \_\_\_\_\_

**RE:** Parent Consent and Release of Photographs

**Dear Parents,**

The California Department of Education's Diagnostic Center of Central California is developing professional training modules on effective program interventions in strategic instruction. The trainings are solely for educators, parents, and other professionals who provide services to individuals with Autism Spectrum Disorders. As part of the training, example photograph or video segments will be used to illustrate effective and successful teaching practices.

Please consider this request and respond below.

***Consent is hereby given to the California Department of Education, Diagnostic Center of Central California, to photograph my son/daughter in the educational setting for the purpose described above.***

- YES, I give my permission for my son/daughter to be photographed in his/her program at school.
- NO, I do not give my permission for my son/daughter to be photographed as part of this project.

Student's Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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



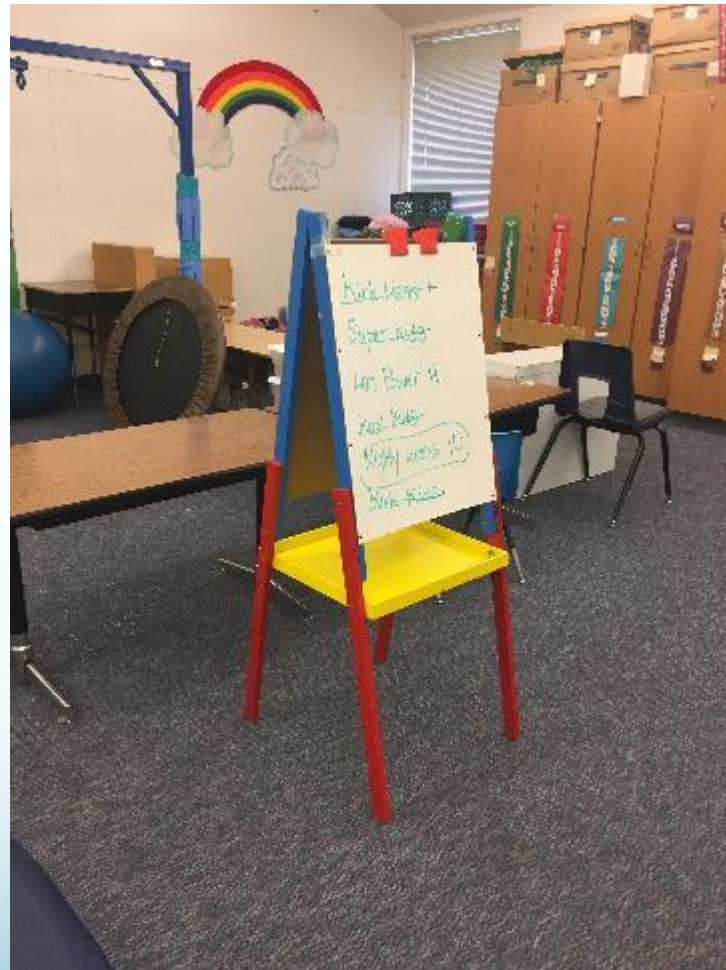


# Step Two: Training

- Two trainings were provided
  - Orientation of the purpose of the project
  - Specific training to augmentative communication tools



# Step Two: Training







# Step Two: Training





# Step Two: Training





# Step Three: Make Materials

<p><u>Max</u></p> <p>Level III</p> <p>Reinforcers</p> <p>Targets</p>	<p><u>Richard</u></p> <p>Level II</p> <p>Targets</p> <p>Reinforcers</p>	<p><u>Greyson</u></p> <p>Core words</p> <p>I want like get more</p> <p>eat stop go all done</p> <p>Level II</p> <p>Targets</p> <p>Reinforcers</p>	<p><u>Andrew</u></p> <p>Yes No</p> <p>Level I</p> <p>Targets</p> <p>Spontaneous Words</p> <p>String/My Turn</p> <p>I want X</p> <p>Reinforcers</p>
<p><u>Deondre</u></p> <p>Level III</p> <p>Reinforcers</p> <p>Targets</p>	<p><u>Domino</u></p> <p>All Done</p> <p>Note</p> <p>Level III</p> <p>Reinforcers</p> <p>Targets</p>	<p><u>Robert</u></p> <p>More</p> <p>Spontaneous Reinforcers</p> <p>Targets</p> <p>Reinforcers</p>	<p><u>Devray</u></p> <p>Level II</p> <p>Targets</p> <p>Reinforcers</p>









# Step Three: Attain Toys





# Step Four: Live Coaching





# Step Five: Schedule

Time	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-8:30	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent	Puzzle/Sensory	Play
8:30-8:45	Puzzle/Sensory	Play	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent
8:45-9:00	Independent	Independent	Puzzle/Sensory	Play	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play
9:00-9:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
9:25-9:55	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
10:00-10:15	Play	Play	Independent	Independent	Puzzle/Sensory	Play	DT	DT	PRT	PRT	Small Grp	Small Grp
10:15-10:30	Small Grp	Small Grp	Play	Play	Independent	Independent	Puzzle/Sensory	Play	DT	DT	PRT	PRT
10:30-10:45	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent	Puzzle/Sensory	Play	DT	DT
10:45-11:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:00-11:25	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
11:30-11:45	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent	Play	Puzzle/Sensory
11:45-12:00	Play	Puzzle/Sensory	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent
12:00-12:15	Independent	Independent	Play	Puzzle/Sensory	DT	DT	PRT	PRT	Small Grp	Small Grp	Play	Play
12:15-12:30	Play	Play	Independent	Independent	Play	Puzzle/Sensory	DT	DT	PRT	PRT	Small Grp	Small Grp
12:30-12:45	Small Grp	Small Grp	Play	Play	Independent	Independent	Play	Puzzle/Sensory	DT	DT	PRT	PRT
12:45-1:00	PRT	PRT	Small Grp	Small Grp	Play	Play	Independent	Independent	Play	Puzzle/Sensory	DT	DT

\* 5 stations: DT, PRT, Small Group (ELA, Math, HWT), Play Area, and Independent

\* 5 Adults: DT (2), PRT (1), Small Group (1), Play Area and Independent (1)

\* Play= 3 students

\*Puzzle/Sensory=3rd student at Small Group Station





# Step Six: PLAY!







Teacher: Gripenstraw	Date: 10/7/16
Grade: 1-3	Time: 11:40 a.m.

**Language**

Score	Language
Yes	expressive
No	No expressive

**Initiation**

Score	Prompt
1	Independent
2	W/ VP
3	W/ FP

**Pre**

Student	Initiation	Language
Landon	2 – peers	No
<del>Tro</del>	2 – peers	No
Charlie	2- peers	Yes
Zechariah	1- peers	Yes
Luis	2 peers and adults	Yes
Gemma	3 peers and adults	Yes

**Post**

Student	Initiation	Language
Landon	2 – peers	No
<del>Tro</del>	2 – peers	Yes
Charlie	2- peers	Yes
Zechariah	1- peers	Yes
Luis	1 - peers and adults	Yes
Gemma	2- peers and adults	Yes



Teacher: Kam	Date: 10/7/16
Grade: pre-k	Time: 11:40 a.m.

**Initiation**

Score	Prompt
1	Independent
2	W/ VP
3	W/ FP

**Language**

Score	
Yes	expressive
No	No expressive

**Pre**

Student	Initiation	Language
Greyson	3 – peers and adults	Yes
Dominic	3 – peers and adults	No
Richard	2- peers and adults	Yes
Andrew	3 peers and adults	No
Max	2 peers and adults	Yes
Robert	3 peers and adults	No
Deondre	2 peers and adults	Yes
<del>Daxtee</del>	3 peers and adults	No

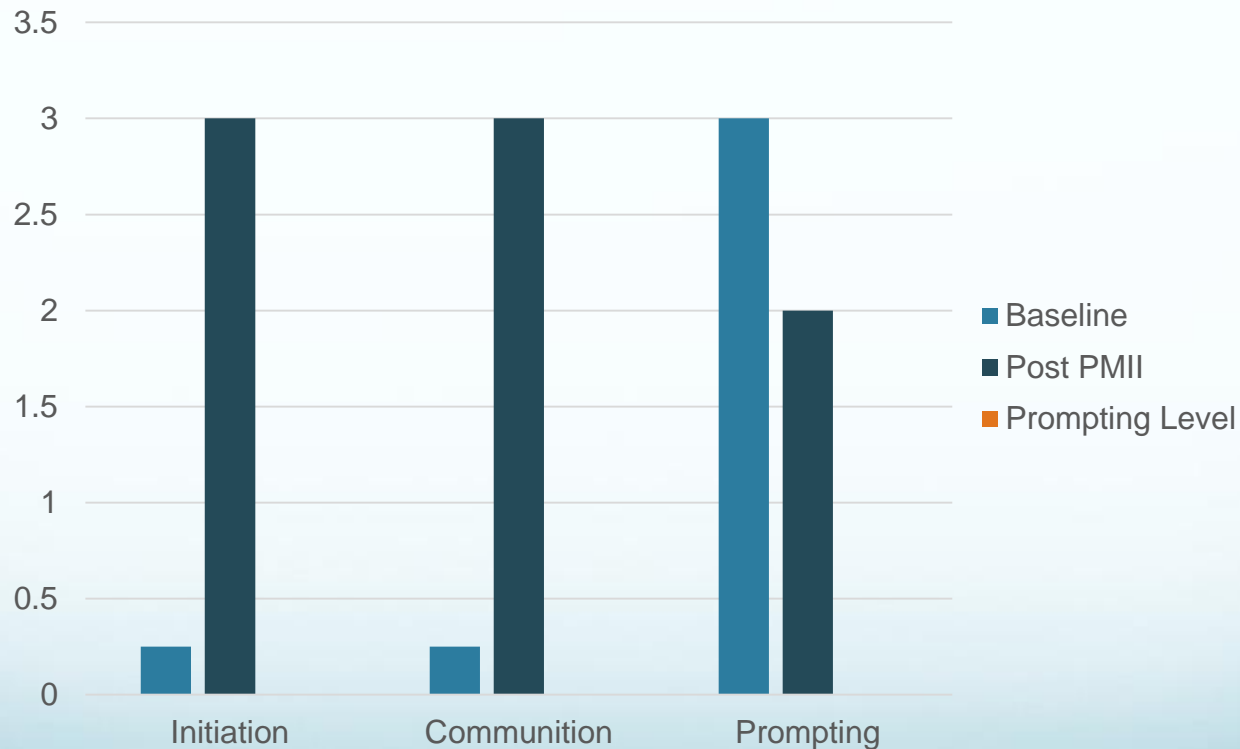
**Post**

Student	Initiation	Language
Greyson	2 – peers and adults	Yes
Dominic	2 – peers and adults	No
Richard	2- peers and adults	Yes
Andrew	3 peers and adults	Yes
Max	2 peers and adults	Yes
Robert	3 peers and adults	No
Deondre	2 peers and adults	Yes
<del>Daxtee</del>	2 peers and adults	Yes



# Data

- Target student 1 – AAC Communication

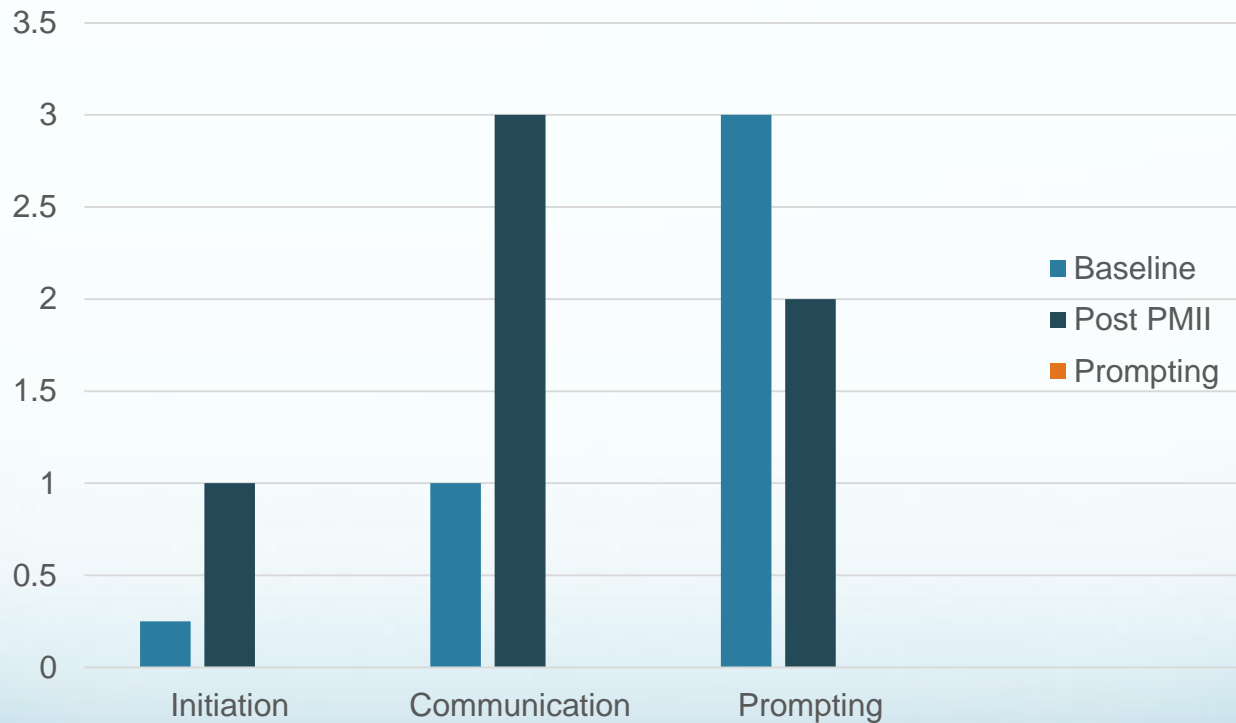


AAC communication - requesting, commenting, asking  
1 word baseline Single hit icon – 3 word phrases post (3-4 icon)



# Data

- Target student 2 – Verbal Communicator



Verbal Communication – requesting, commenting  
1 word baseline  
3 word phrases post





# Data

- As a whole . . .
  - 75% of our students made progress in social initiation
  - 50% of our students made progress in expressive language





# What We Learned

- We had huge growth in social initiation.
- We could improve tracking language growth targeting specific core words.
- Training typical peers was pivotal to the success of the project.
- Pairing students together was beneficial
- The growth on the GE side was breathtaking . . .



# TADA!!

