Welcome!

2012-13 Collaborative WI DPI Autism Program Support Teacher and Community of Practice on Autism Spectrum Disorders and Other Developmental Disabilities

Peer Mediated Instruction and Intervention VIDEO

Elk Mound EBP Outcome Survey

• Participants in the DPI EBP mini-grant from the Elk Mound School District were asked to respond to a survey focusing on grant outcomes.
• Identified outcomes came from both the grant information and staff identified responses.

Learner Outcomes

• Improved academic outcomes
• Improved social outcomes
• Improved emotional outcomes
• Increased in student’s adaptive and functional skills
• Ability for a student to successfully participate in his/her least restrictive environment
• Reduced number of office referral/behavioral problems
• Progress on IEP goals

Personal/Professional Outcomes

• Increased communication between team members
• Increased knowledge about problem solving strategies
• Opportunities for outside professional development
• Individual professional growth

Survey Responses

• Respondents were asked to identify themselves as Special Education staff, General Education Staff, Parent or Other.
  • Special Education staff responses = 9
  • General Education staff responses = 3
  • Parent responses = 2
Special Education Staff Responses

• Most frequently occurring Learner Outcomes
  • Increase in student’s adaptive and functional skills
  • Ability for a student to successfully participate in his/her least restrictive environment
  • Improved social outcomes

• Most frequently occurring Personal/Professional Outcomes
  • Increased knowledge about problem solving strategies (100% of responses)
  • Increased communication between team members
  • Individual professional growth

General Education Staff Responses

• Most frequently occurring Learner Outcomes
  • Improved academic outcomes
  • Improved social outcomes
  • Improved emotional outcomes
  • Increase in student’s adaptive and functional skills
  • Ability for a student to successfully participate in his/her least restrictive environment
  * All these outcomes received 100% response rate*

• Most frequently occurring Personal/Professional Outcomes
  • Increased communication between team members
  • Increased knowledge about problem solving strategies
  • Opportunities for outside professional development
  • Individual professional growth
  * All outcomes received a 100% response rate.*

General education staff see using Evidenced-Based Practices as important to their professional development as to learner outcomes. Hopefully these skills will be applied to many other learners in the future!

Parent Responses

• Most frequently occurring Personal/Professional Outcomes
  • Increased communication between team members
  • Increased knowledge about problem solving strategies
  • Parents can also hold multiple roles!
  • One parent respondent is also a teacher in a neighboring district.
  • Her experience demonstrates the best case scenario of the long-reaching benefits of using Evidenced-Based Practices.

Evidence Based Practice and Procedural Integrity - WEAP

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Wisconsin Early Autism Project
Discrete Trial Training

**Common NPDC-ASD EBP used at WEAP**

All of these approaches except those colored red are used on a daily basis at WEAP, the red items have been used, but less frequently.

- Antecedent-Based Interventions (ABI)
- Computer-Aided Instruction
- Differential Reinforcement
- Discrete Trial Training
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Naturalistic Intervention
- Parent-Implemented Intervention
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System (PECS)
- Pivotal Response Training
- Prompting
- Reinforcement
- Response Interruption/Redirection
- Self-Management
- Social Narratives
- Social Skills Groups
- Speech Generating Devices/VOCAs
- Structured Work Systems
- Task Analysis
- Time Delay
- Video Modeling
- Visual Supports

**How WEAP selects interventions**

- We do not currently use the NPDC-ASD Brief, instead we do the very long, hard work of slogging through journal articles ourselves or the kind of fun work of going to conferences and workshops like this one!
- We follow APA criteria (similar to Horner et al. for standards of what is a good study):
  1. 2 indep. studies = possible effective
  3. 3 indep. studies = probably effective
  9+ indep. studies = established treatment
- Our focus is discrete trial with 36 indep. studies, but we will supplement this with treatments that have a weaker basis as well (e.g., Applied Verbal Behavior; Social Stories), but with an awareness of their limitations (e.g., Applied Verbal Behavior and Pivotal Response Training not yet shown to be effective as a complete package – only in parts; SoBP HMines only effective with certain clients)
- Ultimately, based on what works for the child!

**What do we do when we are asked to do a non-EBP intervention?**

- No longer fight against it, more children with ASD use CAMs (28%) than medications (26%) with a higher proportion for younger children.
- Both APA and the Behavior Analyst code of ethics is clear on what should be done:
  1. Established interventions should be tried 1st
  2. Client must be told it is an experimental Tx
  3. Collect data to determine effects for client
  4. Base clinical decisions upon that data
- If we all follow this approach, we may in fact be the ones to prove the efficacy of these Complementary and Alternative Approaches

**WEAP’s Procedural Integrity**

- 1) The senior therapist who chooses the programs for a child will demonstrate and then observe and correct the use of every program for all staff at the pre-treatment workshop.
- 2) Each therapist and the parents are given a report with precise instructions on each workshop program and those instructions are written again on every data sheet.
- 3) At weekly team meetings, staff will demonstrate programs and be corrected if necessary.
- 4) Overlap feedback forms are completed for every staff member as they train and then whenever integrity is in doubt.
- 5) As needed additional tracking (e.g., rate of reinforcement) is conducted on all staff on the team as it is needed.

**How does WEAP maintain Procedural Integrity?**

- 1/18/2013

**Workshop Report Selection**

**Receptive Commands**

The goal of the program is to teach and then maintain, auditory discrimination and compliance. Child will learn to follow the verbal instructions of others. The child will demonstrate the ability to use auditory discrimination and compliance for the instructions of others.

**Instructive Play**

The goal of this program is to build a relationship between: Child and the therapist. The goal is to identify when play and education are done. The child will learn to interact appropriately with the therapist. The child will be guided in the play component and then asked to play on their own. The child will then be asked to play on their own and be guided in the play component. The child will then be asked to play on their own and be guided in the play component.

**R sift Lint**

**Briefs, 2nd Session**

**Response**

- Child follows the action
- Prompt, Physical (PHYS), point prompt
- Discussed correct response (RAW segments were introduced at the workshop).

**Instructional Play**

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What is CESA?

- Center on Secondary Education for Students with Autism Spectrum Disorders (ASD)
- Center funded by the Department of Education to develop and study a comprehensive high school program for students on the autism spectrum

**Transition and Families Component**

**Transitioning Together Program**
- 8 weekly sessions
- Education and support for parents
- Emphasizes positivity and problem solving

**Other Transition Activities**
- Community and School Mapping
- Transition planning
- Student involvement in IEP
- Career development
Teen Group Sessions

- Originally developed because parents wanted teens to be involved in the program
- Usually a social focus
- Teens will have something to do during parent training
- Topics addressed are developed through parent and student interview
- Flexible format can be developed to fit needs of students/families or school district.

Teacher Preparation on Evidence-based Practices for Students with Autism Spectrum Disorders

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Current Issues in Teacher Preparation

- Novice educators feel inadequately prepared to educate students with diverse learning needs (Jones, 2009)
- Rapid growth of new knowledge about effective teaching practices (Smith, 2008)
- Research to practice gap (McLeskey & Billingsley, 2008)

Overcoming Issues using NPDC-ASD Materials

- Similar conceptualizations of EBP for students from different teacher preparation programs
- Standardization of teacher preparation courses in ASD across universities
- Foster method of staying up-to-date and applying EBP to specific students
- Address the research to practice gap

UW Madison Example: RPSE 405 EBP for Students with ASD

- NPDC Materials used:
  - AIM modules
  - Implementation checklists
  - Data collection forms
  - Individualize materials to specific case study

References

The National Professional Development Center on Autism Spectrum Disorders http://autismpdc.fpg.unc.edu
Autism Internet Modules http://www.autisminternetmodules.org