

Evidence-Based Practices for Supporting Students with Autism Spectrum Disorder

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Advance Organizer

- Resources for Evidence Based Practices for ASD
- DSM 5
- Tiers of Support using EBP
- Selection of EBP for specific students
- Examples of tools

Why Evidence-Based Practices?

- ❖ Promotes positive outcomes for individuals with ASD
- ❖ IDEIA (2004) requires that educational strategies be used that are based on "scientifically based research"
- ❖ Accountability for schools and teachers for instructional practices employed
- ❖ Data driven decision making for instructional practice choices

National Professional Development Center
on Autism Spectrum Disorders



- Updated findings 2014
- Identified 27 EBP (focused interventions)
- Every identified practice is not necessarily appropriate for every learner
- Practice is most effective when carefully matched to a learner's specific needs and characteristics.

National Professional Development Center on ASD - 2014


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NPDC EBP 2014

- Antecedent-Based Intervention
- Cognitive Behavior Intervention
- Computer Aided Instruction
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Interventions
- Parent Implemented Intervention
- Peer Mediated Intervention
- Picture Exchange Communication
- Pivotal Response Training
- Prompting
- Response Interruption/Redirection
- Reinforcement
- Scripting
- Self-Management
- Structured Work Systems*
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Time Delay
- Video Modeling
- Visual Supports

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National Standards Project



National Autism Center-National Standards Project Phase 2
Phase 2 completed April 2015
Comprehensive treatment packages - Targets skills to increase or behaviors to decrease

- 14 Established interventions (age 0-21)
 - 1 established intervention adults (age 22+)
- 18 Emerging interventions (age 0-21)
 - 1 emerging intervention adults (age 22+)

- National Standards Report 2 2015

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NSP2 14 Established EBP for Children

- *Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavior Treatment for Young Children
- Language Training (production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills Package
- Story- Based Intervention

* Also Established Intervention for Adults

Take a minute to reflect:
Which interventions are your staff fluent with?
Which are you currently implementing in your school?

NSP 1 and 2

- Largest review of research for individuals with ASD
- Over 1000 studies
- All reviews found interventions based on ABA have record of effectiveness
- Must be incorporated into an individually developed, well-designed program

NSP2 Intervention Selection recommendation

- Established – begin with these
- Emerging - consider when team considers the established intervention inappropriate or were unsuccessful
- Unestablished – use only after additional research shows favorable outcomes

ASD DSM 5

- 1 disorder
- 2 domains
- Level of Support needed

ASD Criteria

Social/Communication (need all 3)

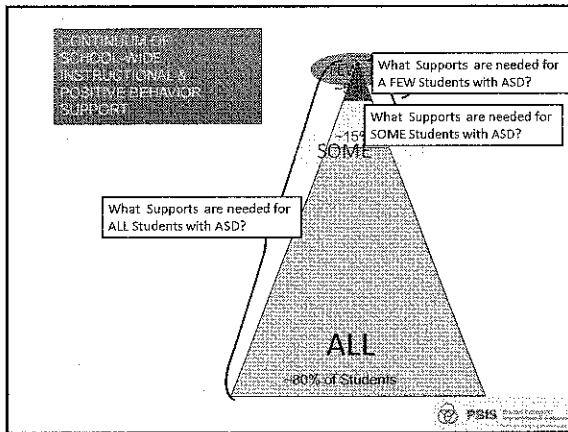
1. Deficits in social-emotional reciprocity
2. Deficits in nonverbal communicative
3. Deficits in developing, maintaining and understanding relationships

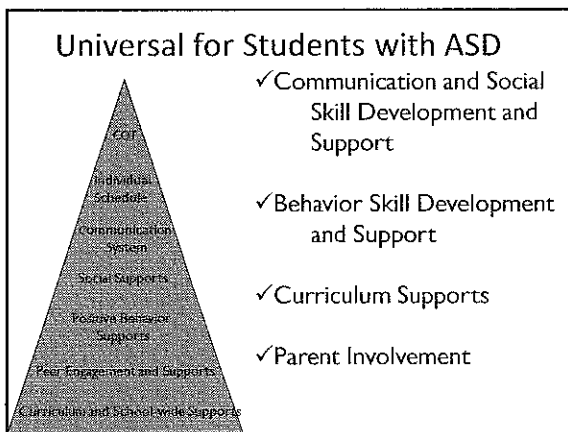
Restricted, repetitive behavior, interests or activities (need 2)

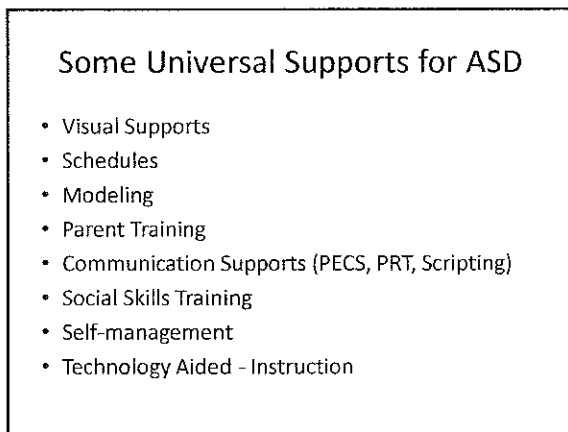
1. Stereotypical or repetitive motor movements, use of objects or speech
2. Insistence on sameness, routines, ritualized behavior
3. Highly restricted fixed interests
4. Hypo or hyper reactions to sensory or unusual interest in sensory

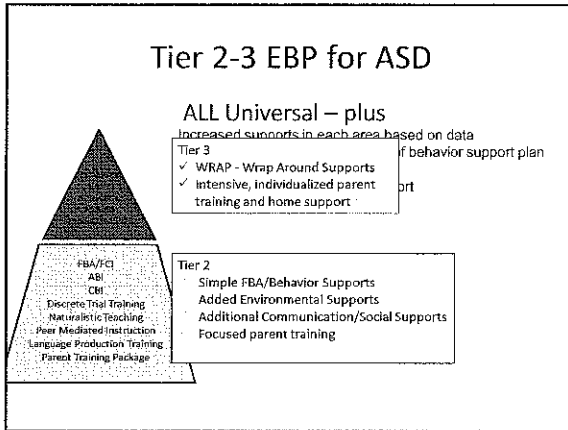
All Students with ASD need

- Social/Communication Supports and Behavior Supports to be successful in school
- Level of Support varies



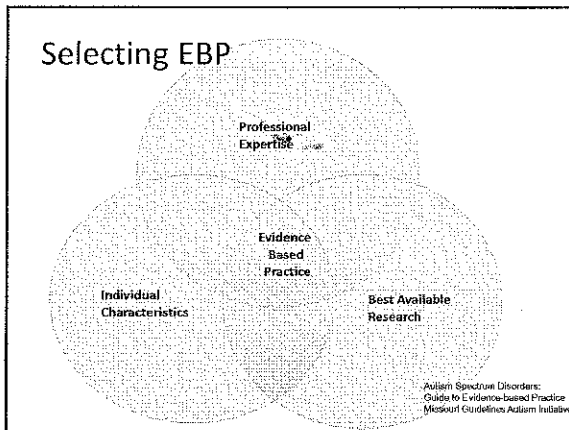






- ### Some Tier 2-3 Supports for students with ASD
- Behavior Interventions
 - Cognitive Behavior Interventions
 - Naturalistic Interventions
 - Peer Training
 - Discrete Trial
 - Functional Behavior Assessment
 - Functional Communication Training

- ### Selecting EBP
- | Consider | Non-examples |
|--|--|
| <ul style="list-style-type: none"> - Age of student - Environment/Setting - Individual characteristics - Skills to be taught - Capacity to implement - Include families - Involve the individual with ASD | <ul style="list-style-type: none"> • Pick a package and go with it • Do what feels right • This is what we have staff trained in • Parents are asking for this |



- ### Building Sustainability with EBP
- Step 1: Establish the Planning Team
 - Step 2: Problem Clarification and Needs Assessment
 - Step 3: Evaluating Outcomes
 - Step 4: Developing a Training Plan and a method to assess implementation fidelity
 - Step 5: Sustainability

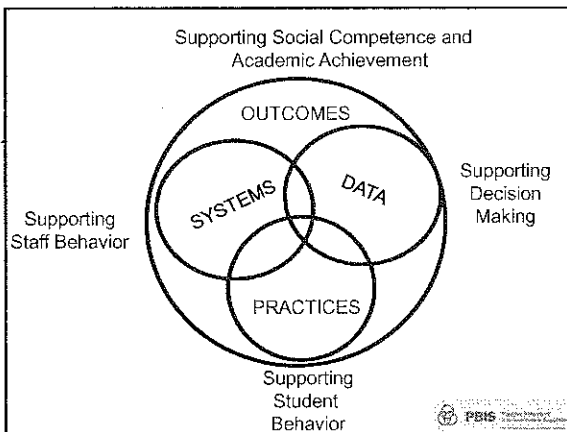
- ### Who's on Your Team?
- Recommendations:
- Administrator liaison to district
 - Internal ASD Coach
 - Two or more personnel who work directly with students with ASD and other intensive level needs (i.e. Social Worker, Counselor, School Psychologist, Special Education Teacher, Speech language pathologist, Physical Therapist, Occupational Therapist, etc.)
 - Experienced Para-Professional
 - Grade Level General Education Teacher
 - At least one parent who assists with developing school family partnerships throughout the school year

Supporting Family Involvement in EBP

- Serve as a classroom volunteer
- Maintain frequent communication
- Attend school-sponsored events
- Incorporate learning activities into home routines (working on greetings at grocery store)
- Secure student input
- Consider family culture, values, and socioeconomic status

Family Involvement

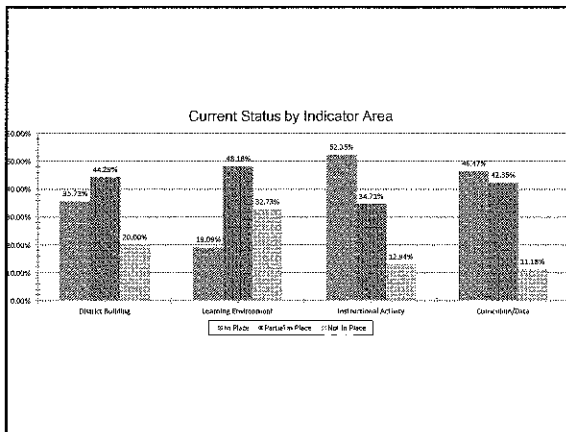
- Parent Cafes
- Parent Leadership Training
- Family Autism Task Force

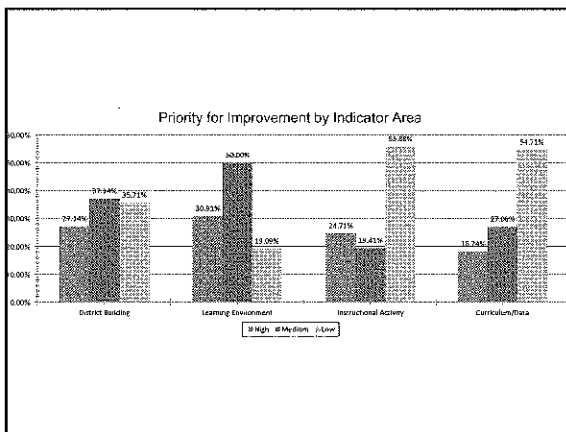


Self-Assessment of Quality Indicators

- District and Building (Systems)
- Curriculum/Data (Data)
- Learning Environment (Practices)
- Instructional Activity (Practices)

Quality Indicators





Team Priorities Action Plan

District: _____ Date: _____ Year 1: School Year 2015-2016

Component Not Fully Implemented	Current Priorities	Goal and activities to meet Goal	Support needed to implement	Timeline
1.				
2.				
3.				
4.				

Classroom Observation Tool

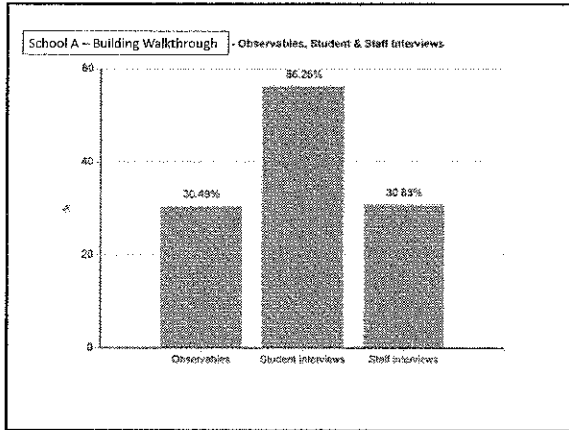
- Individual schedule
- Communication supports
- Social supports
- Positive environmental and other supports
- Behavior plan
- Opportunities for interaction with non-disabled peers
- Evidence based practices

Observation Form

Building Interview Walk Through Protocol

- Observables
- Student interviews
- Staff Interviews

IAP Interview Walkthrough



2014 Revision of 2007

Year: 2014-2015

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Administrative Services							
Business Services							
Instructional Services							
Student Services							
Support Services							
Transportation							
Food Services							
Facilities Management							
Information Technology							
Legal Services							
Professional Services							
Public Safety							
Recruitment & Retention							
Security							
Union Relations							
Other							

Modified from TASN

Staff Expense Table

2014 Revision of 2007

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Administrative Services							
Business Services							
Instructional Services							
Student Services							
Support Services							
Transportation							
Food Services							
Facilities Management							
Information Technology							
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Professional Services							
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Recruitment & Retention							
Security							
Union Relations							
Other							

Modified from TASN

Develop a Professional Development and Implementation Plan

What training is needed?	What training will we offer and how/where will we get it?	Who will participate?	What resources and supports will be needed to implement the training?

How will we provide feedback and coaching?	How will we measure the implementation?	How will we assess student outcomes and benefit?	How will we communicate our results and to whom?

Resources

Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder
 Autism Evidence-Based Practice Review Group
 Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Evidence Practice Briefs – descriptions and implementation checklists
[Evidence-Based Practices Briefs and Checklists](#)

Training Modules - free, self-paced learning modules/downloadable resources
[AFIRM](#)

The National Autism Center's National Standards Project Resources
 Evidence Based Practice and Autism in the School
 Parent Manual
[NSP Resources](#)

Autism Internet Modules
 Free on-line training modules on most of the EBP
<http://www.autisminternetmodules.org>
