How to Support Successful Inclusive Education for Students with ASD Using EBPs, CAPTAIN Tools and Resources

Friday, February 16, 2018 * Platinum VIII
10:15 am to 11:45 am

PRESENTERS

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Co-Coordinator CAPTAIN

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www.captain.ca.gov

CAPTAIN
California Autism Training And Information Network
California’s Statewide Initiative on ASD
Goals For Today

- Inform participants about CAPTAIN and Statewide efforts to increase use of EBPs for ASD especially to support inclusive education for students with ASD
- Share CAPTAIN Resources
- Share "Real World" experiences implementing EBPs in public education settings
- Provide helpful tips and insights

Challenge:

Significant Increases in ASD in California Public Schools

Special Education Enrollment by Autism as Primary or Secondary Disability

- December 2010 Reporting Cycle: 60,022
- December 2011 Reporting Cycle: 69,540
- December 2012 Reporting Cycle: 82,085
- December 2013 Reporting Cycle: 89,539
- December 2014 Reporting Cycle: 96,036
- December 2015 Reporting Cycle: 102,784

December 2016
110,486 Students
14.65 Percent of Total Special Education Population

Source: CASEMIS December 2016 California Department of Education

Challenge:

Improve Academic Performance for Students With ASD?
Challenge: Improve Outcomes for Students With ASD?

- Enrolled in Higher Education: 53%
- Post Secondary Education or Training: 16%
- Competitively Employed: 10%
- No Higher Education and No Employment: 20%
- Other Employment: 1%

Total Students with Autism as Primary or Secondary Disability

Source: CASEMIS June 2017, Table D

Challenge: Improve Access to LRE?

California Students with Autism by Least Restrictive Environment

Challenge: Bridge the Research to Practice Gap?

Typical Models take 17 Years!!!
Challenge: How Do We Align All of These Initiatives????

- OSEP funded this 5 year implementation project
- Promote effective use of evidence-based practices (EBPs) to support optimal student and family outcomes
- Develop successful teams of implementers through sustainable technical assistance and professional development
- Translate research into practice by working with PARTNER STATES
Training Resources Developed By NPDC-ASD

www.captain.ca.gov
http://afirm.fpg.unc.edu/afirm-modules

Train and Hope Doesn't Work....
Coaching Resources Developed by NPDC-ASD

Outcomes of NPDC Partnerships

Overall Program Quality: APERS Scores (P/E)

Feedback from state teams on process and usability of NPDC-ASD resources

Overall Program Quality

Individual Student Progress

Use of Evidence-Based Practice

Family Satisfaction

Cohort 1
Cohort 2
Cohort 3
Cohort 4

Mean Total APERS Scores: Preschool and Elementary (n = 17)

Effect Size: 1.13

Overall Program Quality: APERS Scores (M/H)

Mean Total APERS Scores:
Middle and High School (n = 16)

Effect Size: .90

Pre Post


Use of Evidence-Based Practices

Before Participation vs. Increase After Participation

Individual Student Outcomes

GAS Outcomes (N = 236)

The Model Appears To Work….Scale It Up! But How?

The California Autism Professional Training and Information Network (CAPTAIN):

- **Goal:** Scale up the use of the NPDC – ASD model and increase the use of Evidence Based Practices (EBPs) for ASD
- **Method:** Use Implementation Science frameworks and a Train the Trainer method to scale up the use of the model across CA
CAPTAINs Method for Scaling Up

- Recruited CAPTAIN trainers from key stakeholder groups covering California
  - School Districts
  - Diagnostic Centers
  - Regional Centers
  - State/Federally Funded Family Support Agencies (FRC/FEC/PTI)
  - Universities (UCEDDs/LENDs and Teacher Prep Programs)
- Regional Implementation Groups and Plans
- Ongoing TTA to trainers and leaders of state agencies to support use of the model
- CAPTAIN website with links to vetted resources and FREE training
  www.captain.ca.gov

Why Inclusive Education?
Researched and published a summary of in-school factors that were predictors of Post-School Success.

Inclusion is one of the top four predictors of post school success!!!!
What Does It Look Like To Use EBPs to Support Students with ASD in Inclusive Educational Settings?

Evidence Based Practice Across Placements & Programs

Sharon Floyd, M.Ed.
ASD Program Coordinator
East San Gabriel Valley, SELPA
CAPTAIN LEADERSHIP TEAM

Foundation
EBP
Training Data
Environment Communication
Environmental Factors

Environmental factors to consider:

- Classroom layout / Instructional Groupings
- Curriculum / Instruction match to learner
- Climate
- Teaching Strategies
- Noise Level
- Amount of visual stimulation
- Presence / Absence of certain individuals
- Need for structure
- ADD / ADHD / ASD students benefit from the same environmental structure

Classroom Environment

- Seating
  - Next to peers who are a good model
  - Away from distractions (visual / auditory)
  - Could include: pencil sharpener, door, windows, shared space
  - Easy to participate in group activities
- Instructional Assistant
  - Least distracting to student and class
- Peer tutor

Examples
Visual Learners

"Many people with autism are visual thinkers. I think in pictures. I do not think in language. All my thoughts are like videotapes running in my imagination. Pictures are my first language, and words are my second language. Nouns were the easiest words to learn because I could make a picture in my mind of the word."

Temple Grandin

VISUAL SUPPORTS

Anytime we see that enhances communication

- Environmental cues
- Common items used for organization or giving information
- Body language
- Specificially designed tools
- Visuals benefit verbal and nonverbal students
- Increases comprehension

P. Gordon

Visual Schedules

- Tell the student what activities will occur and in what sequence (using strength of visual processing)
- Give the following information:
  - What is happening now
  - When the activity will be done
  - What is coming up next
  - Any changes that might occur
- Clearly articulates expectations – decreases anxiety and stress
- Addresses difficulties with sequential memory, organization of time, language comprehension difficulties
- Assisting in making transitions / accepting change
Transitions and Routines

- Student class schedule
  - Transitioning and navigating to classes (time – distance – delays)
  - Transitions within class and within lesson or instruction (cues)

- Routines
  - Review with student
  - Requesting help / handing in assignments
  - Use visuals
  - Prepare students for changes in routine

- Written Schedules predictable and flexible to indicate activities and possible changes

- Grade Level Transitions (MS/HS)

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INCLUSION

MAINSTREAMING

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Inclusion / Mainstreaming

- What is the target?
  - Academic
  - Social
  - Communication
  - IEP goals

- What is needed
  - Planning
  - Communication between staff and parents
  - Data collection
  - Additional staff support
  - Modification of materials
  - Sharing Outcomes / Next Steps
Instructional Assistant

- Teachers remain instructionally engaged
  - Direct the work of IA
  - Mentor IA
  - Phase out IA support when their student no longer needs it

- Instructional Environment
  - Seating (periphery of classroom)
  - Can isolate from peers (insular relationships between students and IA)
  - Overdependence on IA (affects social and academic growth)
  - Older students can feel stigmatized by the close supervision of IA

Would It Be Okay . . . . . ?

EBP

PLANNING  ➔  PRACTICE

Examples

IEP DATA SHEETS FRONT
Video Modeling

- NPDC Study
- High School Student
- Inclusion

- Target: "Speaking Clearly"
  - Student difficult to understand
  - Behavior observed across environments
  - Current strategy
    - Verbal prompting
- Goal: increase communication across environments

EBP = Defendable Programs

- Teachers
  - EBP
  - Research Based
  - Implementation of strategies with fidelity
  - Practice guide
    - Plan
    - Use
    - Monitor (DATA)
  - Resource for all teachers
  - Resource for parents
  - Partnerships

- Administration
  - EBP specific for the population
  - Research = defendable practices & programs
  - Practice guides
    - What materials, budget
    - Use across grade levels, curriculum, behaviors
    - Monitor impact on student progress and success
  - Resource
    - Foundation for partnerships

TRAINING

COACHING
Why Coach?

Coaching leads to improvement in . . .

- Instructional capacity - increasing teachers’ ability to apply what they have learned in training to their work with students
- Instructional culture of the school
- A focus on content which encourages the use of data to inform practice
- Better outcomes for kids!

Potential Barriers

- Time
  - Training
  - Teacher planning
  - Coaching

Administrative Support

- Opportunities for . . .
  - Training
  - Planning / Collaboration
  - Instructional Coaches
  - Celebrating success

Why?

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Training Outcomes Related to Training Components

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<thead>
<tr>
<th>Training Components</th>
<th>Training Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td>Presentation/ Lecture</td>
<td>10%</td>
</tr>
<tr>
<td>Pilot Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>Pilot Practice in Training</td>
<td>60%</td>
</tr>
<tr>
<td>Pilot Coaching/ Admin Support Data Feedback</td>
<td>90%</td>
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Real Life Applications

- Social Skills
  - Leisure skill development
  - Navigating in the community
- Employment - Job skills
  - Teamwork
  - Time management / organizational skills
- Self Determination
- Supported Decision Making
- Communication

Attributes an Employer Wants from College Graduates

<table>
<thead>
<tr>
<th>Leadership</th>
<th>80.1%</th>
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<tbody>
<tr>
<td>Ability to work in a team</td>
<td>78.9%</td>
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<tr>
<td>Communication skills (written)</td>
<td>70.2%</td>
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<tr>
<td>Problem-solving skills</td>
<td>70.2%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9%</td>
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<tr>
<td>Strong work ethic</td>
<td>68.9%</td>
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<tr>
<td>Initiative</td>
<td>65.8%</td>
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<tr>
<td>Analytical/quantitative skills</td>
<td>62.7%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>60.9%</td>
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<tr>
<td>Technical skills</td>
<td>59.6%</td>
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<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4%</td>
</tr>
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Source: Job Outlook 2016, National Association of Colleges and Employers

Employers

Top Ten Skills and Attributes

- Communication (oral / written)
- Honesty / Integrity
- Teamwork (works with others)
- Interpersonal skills (relates well to others)
- Motivation / Initiative
- Strong Work Ethic
- Analytical Skills
- Flexibility / Adaptability
- Computer Skills
- Time Management / Organizational Skills
"To consider the school as a place where instruction is given is one point of view. But to consider the school as a preparation for life is another. In the latter case, the school must satisfy all the needs of life."

Maria Montessori (1870 – 1952)

Special Thanks

David Andrecht, Education Specialist, Glendora High School, Glendora USD
Gerald Rivard, Education Specialist, Sellers Elementary, Glendora USD
Delilah Perriott, Education Specialist, Grove Center Elementary, ASD Program, Covina Valley USD
Patricia Gordon, Speech Pathologist, ASD Program, Claremont USD

CAPTAIN Team Leaders

The Formula For Success

http://nirn.fpg.unc.edu/learn-implementation/implementation-defined
What We Are Examining Next:

What: EBPs
How: Effective Implementation
Where: Within Enabling Contexts
Better Outcomes for those with ASD

Exploring Multi-Level Systems Factors Facilitating Educator Training and Implementation of EBP

• Funder: IES Goal 1 (exploratory)
• Dates: 9/1/2017 – 8/31/2020


Project Phases

Phase 1
CAPTAIN Cadre Survey/ Focus Groups

Phase 2
Multi-Level Data on Malleable Factors that Affect Outcomes

Phase 3
Social Network Case Study Mapping Social Dynamics of EBP Implementation
Children and families cannot benefit from evidence-based practices that they do not experience.

-Dean Fksen, NIRN, 2006