What is CAPTAIN?

Matrix Parent Network & Resource Center
September 28, 2020 * 1:00 PM to 3:00 PM
Ann England, MA., CCC-SLP-L
Co-Coordinator, CAPTAI

Project Coordinator, SELPA Content Lead-ASD, CAPTAI/Marin County SELPA
SELPA Content Lead Marin County SELPA - CAPTAI

Marin County SELPA
1111 Las Gallinas Avenue, San Rafael, California 94903
aengland@marinschools.org * 415-491-6614
captain@marinschools.org * www.captain.ca.gov
Why are we talking about ASD today?

Because the number of individuals with ASD is increasing every year!
Current Prevalence of Autism Data = 1:54
www.cdc.gov (2020)
Steady Increase in Number of California Students with Autism

Students with Disabilities Total Population for Ages 0 to 22: 804,101
132,359 Students w/ASD * 16.46%
Source: CASEMIS December 2019 CA Dept. Education
The Recommendations
Legislative Blue Ribbon Commission & CDE

Develop a process for better interagency coordination: CAPTAIN

Increase training in ASD: CAPTAIN

Identify a set of EBPs: NPDC*/NAC (*Now NCAEP)

Develop a “clearinghouse” of information for all stakeholders to access with evidence based and research based information: WWW.CAPTAIN.CA.GOV
Stages of CAPTAIN Implementation

2008-2012
- IAPG and NPDC-ASD Pilot
- Exploration Phase

2012-2013
- Establishing CAPTAIN
- Planning Phase

2013-2017
- Recruit & Train Cadre Across CA
- Installation Phase

2018-2023
- Ongoing Scale Up and SELPA Content Lead
- Grant
- Full Implementation
CAPTAIN

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

www.captain.ca.gov
CAPTAIN Vision

Develop a Statewide Training and Technical Assistance Network with a focus on Evidence-Based Practices for individuals with Autism inclusive of stakeholder agencies who will disseminate information at the Local Level
CAPTAIN Partners Across California

Regional Centers

Center for Excellence in Developmental Disabilities

California Collaborative for Educational Excellence

The National Professional Development Center on Autism Spectrum Disorders
CAPTAIN is also a SELPA Content Lead-ASD in partnership with Marin County SELPA which is part of California’s Statewide System of Support.

www.captain.ca.gov
CAPTAIN IS PART OF CALIFORNIA’S STATEWIDE SYSTEM OF SUPPORT

www.captain.ca.gov
How to Find Your CAPTAIN Cadre:

1. Go to CAPTAIN website: www.captain.ca.gov
2. Look under QUICK Links
3. Click on CAPTAIN Cadre
<table>
<thead>
<tr>
<th>First</th>
<th>Email</th>
<th>Agency</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara</td>
<td><a href="mailto:tyarberry@bcoe.org">tyarberry@bcoe.org</a></td>
<td>Butte County SELPA</td>
<td>North State CAPTAIN</td>
</tr>
<tr>
<td>Jackie</td>
<td><a href="mailto:jjohnson@farnorthernrc.org">jjohnson@farnorthernrc.org</a></td>
<td>Far Northern Regional Center</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Sarah</td>
<td><a href="mailto:sreed@farnorthernrc.org">sreed@farnorthernrc.org</a></td>
<td>Far Northern Regional Center</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Elena</td>
<td><a href="mailto:elenab@rfenc.org">elenab@rfenc.org</a></td>
<td>FRC Region 1 (Rowell FEC)</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Gina</td>
<td><a href="mailto:ginag@rfenc.org">ginag@rfenc.org</a></td>
<td>FRC Region 1 (Rowell FEC)</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Jacki</td>
<td><a href="mailto:jcampos@glenncoe.org">jcampos@glenncoe.org</a></td>
<td>Glenn County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Lalaynia</td>
<td><a href="mailto:lalayniaitl@glenncoe.org">lalayniaitl@glenncoe.org</a></td>
<td>Glenn County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Seaira</td>
<td><a href="mailto:SHarrington@lcoe.org">SHarrington@lcoe.org</a></td>
<td>Lassen County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
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<tr>
<td>Elizabeth</td>
<td><a href="mailto:bwebber@modocoe.k12.ca.us">bwebber@modocoe.k12.ca.us</a></td>
<td>Modoc County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
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<tr>
<td>Michelle</td>
<td><a href="mailto:mkuehl@shastacoe.org">mkuehl@shastacoe.org</a></td>
<td>Shasta County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Ayisha</td>
<td><a href="mailto:abledsoe@gwusd.org">abledsoe@gwusd.org</a></td>
<td>Shasta County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Aubrie</td>
<td><a href="mailto:afulk@tehamaschools.org">afulk@tehamaschools.org</a></td>
<td>Tehama County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Jamie</td>
<td><a href="mailto:jmanning@tehamaschools.org">jmanning@tehamaschools.org</a></td>
<td>Tehama County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
<tr>
<td>Loreina</td>
<td><a href="mailto:lsantana@tehamaschools.org">lsantana@tehamaschools.org</a></td>
<td>Tehama County SELPA</td>
<td>NORTH STATE CAPTAIN</td>
</tr>
</tbody>
</table>
## REGIONAL IMPLEMENTATION LEADS
SELPA CONTENT LEAD-ASD Marin County SELPA-CAPTAIN
YEAR 1

<table>
<thead>
<tr>
<th>REGIONAL IMPLEMENTATION LEAD</th>
<th>SELPA NAME</th>
<th>CAPTAIN REGION</th>
<th>SELPA DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Robyn Young</td>
<td>Santa Barbara County SELPA</td>
<td>CAPTAIN 805</td>
<td>Ray Avila</td>
</tr>
<tr>
<td>2.  Jennifer Streeter</td>
<td>Humboldt-Del Norte SELPA</td>
<td>CAPTAIN 101</td>
<td>Mindy Fattig</td>
</tr>
<tr>
<td>3.  Laura Blackburn</td>
<td>Placer County SELPA</td>
<td>Capital CAPTAIN</td>
<td>Troy Tickle</td>
</tr>
<tr>
<td>4.  Jennifer Rountree</td>
<td>Desert Mountain SELPA</td>
<td>CAPTAIN X</td>
<td>Jenae Holtz</td>
</tr>
<tr>
<td>5.  Joan Ralph</td>
<td>North Region SELPA</td>
<td>CAPTAINS of the East Bay</td>
<td>Katie Babcock</td>
</tr>
<tr>
<td>6.  Monika Gylis</td>
<td>Antelope Valley SELPA</td>
<td>Super 14</td>
<td>Benay Loftus</td>
</tr>
<tr>
<td>8.  Mark Pfaff</td>
<td>Tehama County SELPA</td>
<td>North State CAPTAIN</td>
<td>Veronica Coates</td>
</tr>
</tbody>
</table>
# Regional Implementation Leads Co-Hort 2 Selected for 2020

<table>
<thead>
<tr>
<th>Regional Implementation Lead</th>
<th>CAPTAIN Region</th>
<th>SELPA / Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Andrew Weiher</td>
<td>CAPTAIN Bridges</td>
<td>Jon Lenz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marin County SELPA</td>
</tr>
<tr>
<td>2. Robert Hefner</td>
<td>CAPTAIN Kern</td>
<td>Juliana Gaines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kern County Consortium SELPA</td>
</tr>
<tr>
<td>3. Marissa Saldate</td>
<td>Central Valley CAPTAIN</td>
<td>Sean Virnig</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fresno USD SELPA</td>
</tr>
<tr>
<td>4. Patti Bangs</td>
<td>CAPTAIN 007</td>
<td>Kenyon Hopkins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monterey County SELPA</td>
</tr>
<tr>
<td>5. Kim Kapur</td>
<td>Orange County CAPTAINS</td>
<td>Melanie Hertig</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irvine USD SELPA</td>
</tr>
</tbody>
</table>
Why is CAPTAIN so focused on Evidence Based Practices (EBPs)?
How many results do you think you would get if you did a search for:

“AUTISM TREATMENT”?
RESULTS: 147,000,000 FOR AUTISM TREATMENT ON SEPTEMBER 8, 2020!!!!
MYRIAD OF TREATMENTS FOR ASD

- Treatments for ASD are more diverse than any other known disability
- Treatment claims range from amelioration to recovery
- Many interventions with no scientific evidence have been recommended for individuals with ASD
What Is An Evidence Based Practice (EBP)?

• An intervention or practice for which there is scientifically based research that demonstrates its effectiveness

• Practices that rely on rigorous, systematic and objective procedures to deliver reliable results
Evidence-Based Practices for Children, Youth, and Young Adults with Autism

Reviewed Research Literature Through 2017

Released APRIL 2020

https://ncaep.fpg.unc.edu/

www.captain.ca.gov
Criteria for Qualification of an EBP

2+ group design studies
Two high quality group design studies conducted by at least two different researchers or research groups

5+ single case design studies
Five high quality single case design studies conducted by three different investigators or research groups and having a total of at least 20 participants across studies

Combination of evidence
One high quality group design study and at least three high quality single case design studies conducted by at least two different investigators or research groups (across the group and single case design studies)

www.captain.ca.gov
<table>
<thead>
<tr>
<th>Evidence Based Practices (2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent-Based Interventions</td>
</tr>
<tr>
<td>Augmentative and Alternative Communication</td>
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<tr>
<td>Behavioral Momentum Intervention</td>
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<tr>
<td>Cognitive Behavioral/Instructional Strategies</td>
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<tr>
<td>Differential Reinforcement of Alternative, Incompatible, or Other Behavior</td>
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<tr>
<td>Direct Instruction</td>
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<tr>
<td>Discrete Trial Training</td>
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<tr>
<td>Exercise and Movement</td>
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<tr>
<td>Extinction</td>
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<td>Functional Behavioral Assessment</td>
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<tr>
<td>Functional Communication Training</td>
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<tr>
<td>Modeling</td>
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<tr>
<td>Music-Mediated Intervention</td>
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<tr>
<td>Naturalistic Intervention</td>
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<tr>
<td>Parent-Implemented Intervention</td>
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<tr>
<td>Peer-Based Instruction and intervention</td>
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<tr>
<td>Prompting</td>
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<tr>
<td>Reinforcement</td>
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<tr>
<td>Response Interruption and Redirection</td>
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<tr>
<td>Self-Management</td>
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<td>Sensory Integration</td>
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<tr>
<td>Social Narratives</td>
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<tr>
<td>Social Skills Training</td>
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<tr>
<td>Task Analysis</td>
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<tr>
<td>Technology-Aided Intervention and Instruction</td>
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<tr>
<td>Time Delay</td>
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<tr>
<td>Video Modeling</td>
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<tr>
<td>Visual Supports</td>
</tr>
</tbody>
</table>
INTERVENTION FACT SHEETS AVAILABLE FOR EACH OF THE 28 EBPs

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)
EBPs Matrix and Definitions
(English and Spanish)
Available on the CAPTAIN Website

www.captain.ca.gov
FREE High Quality Training: \textbf{Autism Focused Intervention Resources and Modules (AFIRM)}

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age.

There's a Learning Module for most of the 28 EBPs.

Includes Parent Resources!

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

Implementation
Checklists

Parent Guides

EBP Videos

www.captain.ca.gov
http://afirm.fpg.unc.edu/afirm-modules
AFIRM VIDEOS of Evidence-Based Practices
https://afirm.fpg.unc.edu/afirm-videos

Videos for most of the 28 EBPs
Implementation Checklist Ensures Fidelity

- Used to assist with planning for EBP use
- Helps implementers self reflect on fidelity of use
- Helps coaches give objective feedback
- Helps to prevent drift

https://afirm.fpg.unc.edu/afirm-modules

www.captain.ca.gov
Free Introduction to ASD Online Course

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

www.captain.ca.gov
COMPANION GUIDE FOR FAMILIES

Use the Companion Guide for Families to assist with using reinforcement in your home.

The AFIRM for Paras modules were developed for paraprofessionals at elementary schools. However, the practices outlined in the modules can be helpful for families to use at home and can be used with a variety of ages. This companion guide is designed to offer a brief description of steps for reinforcement and provides some ideas of how you might use it in your home.

What is Reinforcement?

Reinforcement is used to increase a desired behavior or skill by giving a child a reward after the desired behavior or skill is used.

Positive reinforcement

Can be found on CAPTAIN Padlet & https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Reinforcement_0.pdf

www.captain.ca.gov
ONLINE LEARNING MODULES
JUST FOR PARAEDUCATORS, TOO!

AFIRM
Autism Focused Intervention Resources & Modules

AFIRM for Paraprofessionals: Simulated E-Learning

Reinforcement: Introduction & Practice
Reinforcement is used to increase the chances a learner with autism spectrum disorders (ASD) will use a target skill or behavior.

Time to complete:
This module will take approximately 1.5 – 2 hours to complete.

Prompting: Introduction & Practice
Prompting is used to help the learner with autism spectrum disorders (ASD) successfully use a target skill or behavior.

Time to complete:
This module will take approximately 1.5 – 2 hours to complete.

Time Delay: Introduction & Practice
Time delay is used to systematically fade the use of prompting for a target skill or behavior.

Time to complete:
This module will take approximately 1.5 – 2 hours to complete.

https://afirm.fpg.unc.edu/
Why do we use EBPs?
### EBPs are Required.....

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEA 2004</strong></td>
<td>Sec. 300.320 (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child. . .</td>
</tr>
<tr>
<td><strong>ESSA S.1177-290.</strong></td>
<td>EVIDENCE-BASED ... (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence...(ii)(I) demonstrates a rationale based on high quality research findings</td>
</tr>
<tr>
<td><strong>CA ED CODE 56345</strong></td>
<td>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil . . .</td>
</tr>
<tr>
<td><strong>EBPs are Required...</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--</td>
</tr>
<tr>
<td><strong>CA Senate Bill 946</strong></td>
<td>“Behavioral health treatment&quot; means professional services and treatment programs, including applied behavior analysis and <strong>evidence-based behavior intervention programs</strong> . . .</td>
</tr>
<tr>
<td><strong>CA Lanterman Act</strong></td>
<td>4686.2: Only purchase ABA services or intensive behavioral intervention services that reflect evidence-based practices . . . <strong>Evidence-based practice</strong>&quot; means a decision making process that integrates the best available scientifically rigorous research, <strong>clinical expertise</strong>, and individual’s characteristics.</td>
</tr>
<tr>
<td><strong>ASHA</strong></td>
<td>Audiologists and speech and language pathologists incorporate the principles of <strong>evidence-based practice in clinical decision making to provide high quality clinical care</strong>. The term evidence-based practices refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.</td>
</tr>
</tbody>
</table>
What is the most **important** reason to use EBPs?

Because they work!!!! 😊
CAPTAIN RESOURCES
FOR FAMILIES OF STUDENTS WITH AUTISM
PADLETS ON CAPTAIN WEBSITE
WWW.CAPTAIN.CA.GOV

RESOURCES AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD
SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA

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.

Here is the link to the English Padlet:
https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf

Here is the link to the Spanish Padlet for Families:
https://padlet.com/SELPACAPTAIN/c4ibcglc414h
PADLET

Resources for Educators and Families during School Closure

English

https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf
PADLET
Resources for Educators and Families during School Closure
Spanish
https://padlet.com/SELPACAPTAIN/c4ibcg1c414h
What are Evidence-Based Practices for Autism
PowerPoint and Video Presentation
For Families and Family Support Providers

On CAPTAIN Website

*PowerPoint in English and Spanish

www.captain.ca.gov
Helping Educators Use a Distance Coaching Model to Assist Families with Setting up New Learning Routines and Supporting Positive Behaviors for Students with Autism During Home-based Instruction

RECORDINGS and RESOURCES on MIND Institute Website LINK BELOW

Link to this is on CAPTAIN Website in EBP Trainings Section

MIND INSTITUTE

www.captain.ca.gov
Recorded CCEE Statewide Webinar Available:

How Educators Can Support Students with Autism and Their Families Through Distance Learning

Video Session Link: https://vimeo.com/417334897

PowerPoint Link: https://drive.google.com/file/d/1bfZLtRWzkR7kcek3mTNaE4ysZmk-Swnl/view

CAPTAIN Padlet Link: www.captain.ca.gov
Activity Matrix

A method of mapping out meaningful learning opportunities across the day

Learning activities are embedded within naturally occurring activities and routines

The Activity Matrix helps to plan for Naturalistic Interventions (NI)

Very useful in supporting families during distance learning

Helps to promote generalization of skills
Naturalistic Intervention (NI)

Collection of practices including environmental arrangement and interaction techniques implemented during everyday routines and activities in the learner’s classroom or home environment.

Practices are designed to encourage specific target behaviors based on learners’ interests by building more complex skills that are naturally reinforcing and appropriate to the interaction.

NIs are embedded in typical activities and/or routines in which the learner participates.
# THE ACTIVITY MATRIX

**ADDRESSING IEP GOALS ACROSS THE DAY**

> USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY

<table>
<thead>
<tr>
<th>DAILY ACTIVITY:</th>
<th>Goal Area: Academics</th>
<th>Goal Area: Communication</th>
<th>Goal Area: Social Skills</th>
<th>Goal Area: Independence</th>
<th>Goal Area: Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVIEW DAILY SCHEDULE 9:00 AM - 9:30 AM</td>
<td>Reading: Reads words on schedule</td>
<td>Responds to prompt: “Tell me what you want to do today.”</td>
<td>Requests help using two-words “Help, please.”</td>
<td>Builds order of daily schedule</td>
<td>Uses pincer grasp to put Velcro picture symbols on schedule</td>
</tr>
<tr>
<td>READING 9:30 AM - 10:00 AM</td>
<td>Reading: Read a story to student</td>
<td>When offered two books and asked, “Which book?” will answer, “I want to read ___.”</td>
<td>Takes turns turning the pages</td>
<td>Returns the books to the bookshelf</td>
<td>Uses pincer grasp to open and close book and turn pages</td>
</tr>
<tr>
<td>BATHROOM 10:00 AM - 10:15 AM</td>
<td>Reading: Follows mini-task schedule for toileting/washing hands</td>
<td>When offered two free choice activities, “Want to take a walk or do ___?” will answer, “I want to do ___.”</td>
<td>Walk: Take a scavenger walk with sibling/parent and check off items on list; iPad: Play a two person game with sibling/parent</td>
<td>Independently completes toileting and handwashing using mini-task schedule</td>
<td>Use pincer grasp to zip and unzip pants; Use efficient pencil grasp when making checkmarks on scavenger list while using an adaptive pencil grip, short pencil/crayon, or standard wide Kinder pencil</td>
</tr>
<tr>
<td>FREE CHOICE 10:15 AM - 10:45 AM</td>
<td>Math:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10:45 AM - 11:30 AM</td>
<td>TouchMath: Lesson 7</td>
<td>When offered two lesson choices, “Want to do this lesson or this lesson he will answer, “I want to do ___.”</td>
<td>Requests help using two-words “Help, please.” Or by raising hand</td>
<td>Sets TimeTimer; Quits when TimeTimer ends</td>
<td>Uses pincer grasp to set TimeTimer</td>
</tr>
</tbody>
</table>

**www.captain.ca.gov**
Activity Matrix is on CAPTAIN Website
Spanish and English
www.captain.ca.gov

Click on CAPTAIN Resources
Discusses the importance of schedules and routines and the Activity Matrix

Information on Evidence-Based Practices for Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities

What is Evidence-Based Practice?

- An intervention, service, or other practice for which there is scientifically-based research that demonstrates its effectiveness.
- Practices that rely on rigorous, systematic, and objective procedures to deliver reliable interventions and activities.

How Does Understanding Evidence-Based Practice Benefit Families?

- Families are the experts on their own children and their participation in intervention planning is vital. However, identifying effective interventions can be challenging.
- Many people promoting interventions now use the phrase “evidence-based practice” - even when there is no scientifically sound research that supports their use. This can make it extremely difficult to know which interventions have research showing they are effective, and which do not.
- Providing information, support, and resources help parents recognize evidence-based practices established through the National Autism Centers and the National Professional Development Center on Autism Spectrum Disorder. This knowledge increases their capacity and confidence as partners with their children’s service providers.

Where Can I Find Information on Evidence-Based Practice?

- National Autism Center:
  - [https://www.nationalautismcenter.org](https://www.nationalautismcenter.org)
  - [https://www.nationalautismcenter.org/directory.asp](https://www.nationalautismcenter.org/directory.asp)
- National Professional Development Center on Autism Spectrum Disorder:
  - [https://autismpdf.terc.edu/national-professional-development-center-autism-spectrum-disorder](https://autismpdf.terc.edu/national-professional-development-center-autism-spectrum-disorder)

Other Parent and Family Support Links:

- CAPTAIN website: [http://www.captain.ca.gov](http://www.captain.ca.gov)
- Learn the Signs, Act Early: [https://www.cdc.gov/mbdd/actearly/index.htm](https://www.cdc.gov/mbdd/actearly/index.htm)
- Autism Fact Sheets: [https://www.cdc.gov/ncbddd/autism/factsheets.html](https://www.cdc.gov/ncbddd/autism/factsheets.html)
- Autism Focused Intervention Resources & Modules (AFIRM): [https://afirm.fpg.unc.edu/afirm-modules](https://afirm.fpg.unc.edu/afirm-modules)

www.captain.ca.gov
Información en Practicas Basadas en la Evidencia
para Familias de Niños con Trastorno del Espectro del Autismo (TEA) y Otras Discapacidades del Desarrollo

¿Qué son las Practicas Basadas en Evidencia?
- Una intervención, servicio, u otra práctica para la cual hay investigación basada en la ciencia que demuestra su efectividad.
- Tratamientos basados en procedimientos seguros, sistemáticos y objetivos para proporcionar intervenciones y actividades efectivas.

¿Cómo Entender Si las Practicas Basadas en Evidencia Benefician a las Familias?
Las familias son los expertos en sus niños y su participación es esencial para que la intervención sea útil. Sin embargo, identificar intervenciones efectivas puede resultar complicado.

Ahora, varias intervenciones que se consideran ‘prácticas basadas en evidencia’ son cuando hay investigación científica que lo respalda. En otros casos, no hay investigación científica que lo respalde. Esto hace extraordinariamente difícil saber cuáles intervenciones tienen efectividad y cuáles no.

Proporcionar información, apoyo y recursos ayuda a que las familias reconozcan las prácticas basadas en evidencia establecidas por el National Autism Center and the National Professional Development Center on Autism Spectrum Disorder. Este conocimiento aumenta la capacidad y confianza de las familias al colaborar con el personal de servicios de los niños.

¿En Desde Encuentra Información sobre las Practicas Basadas en Evidencia?
- National Autism Center:
  - http://www.autism.org
- National Professional Development Center on Autism Spectrum Disorder:
  - http://www.autismspeaks.org
- Otros Enlaces de Apoyo para Padres y Familias:
  - CAPTAIN website: http://www.captain.ca.gov
  - Adhd Help for Children, Teens, and Adults:
  - Medline Plus:
  - Additional Info: National Autism Center:
    - http://www.autismcenter.org
  - Medline Plus:
  - National Autism Society:
    - http://www.nas.org

SPANISH
INFOGRAPHICS
JUST FOR FAMILIES

www.captain.ca.gov
SPANISH

Información para Personal Apoyando Familias
Identificando, Entendiendo y Recibiendo Prácticas Basadas en la Evidencia (EBPs): Apoyando a Familias de Niños con Trastorno del Espectro del Autismo (TEA) y Otras Discapacidades del Desarrollo

¿Por qué es importante la Participación de la Familia?
• La colaboración padre-profesional, con la participación activa de los padres/cuidadores, no es solo una práctica basada en la evidencia al diseñar los servicios para las personas con autismo, también es la ley (Sección 200.290 Código Federal de Procedimientos).
• El modelo de proporcionar servicios centrado en la familia reconoce que las intervenciones y apoyos para niños con discapacidades con más éxito cuando se toman en cuenta las preocupaciones, prioridades, decisiones y fortalezas de la familia. (Fierman y Sper, 2001)

¿Cómo Entender las Prácticas Basadas en Evidencia Buenas para las Familias?
• Las familias son los expertos en sus niños y su participación en planear la intervención es vital. Sin embargo, identificar intervenciones efectivas puede ser un reto.
• Ahora varias intervenciones usan la frase “práctica basada en evidencia” aun cuando no hay investigación científica que lo respalice. Esto hace extremadamente difícil saber cuáles intervenciones tienen estudios mostrando que son efectivas y cuáles no.
• Presentar información, apoyo y recursos ayuda a los padres a reconocer las prácticas basadas en evidencia. Este conocimiento aumenta la capacidad y confianza de las familias como colaboradores con los proveedores de servicios de los niños.

¿Cuáles son Ejemplos de Barriers que las Familias Pueden Enfrentar Cuando Participan en Diseño de Intervenciones y Servicios?
• Tiempo: Niños con TEA a menudo participan en diferentes actividades de intervención que toman mucho tiempo de las familias a lo largo del día.
• Dinero: Decidir qué intervenciones pueden ser efectivas financieramente, incluyendo cosas como casas, medicamentos, dietas especializadas, etc.
• Estrés:Niños con TEA pueden sentirse saturados al decidir cómo distribuir su atención y energía entre la familia y las obligaciones profesionales.

CAPTAIN
California Autism Professional Training and Information Network
www.captain.ca.gov

¿Cómo los Profesionales Apoyando a las Familias Pueden Ayudarlos a Aprender Sobre EBPs y Pedidos?
• Asume a las familias a identificar y compartir sus preocupaciones y valores en el proceso de la toma de decisiones.
• Ayuda a las familias entender cómo determinar si un profesional o organización tiene la capacidad de proveer EBPs.
• Asume a las familias a centrar en ellas y en sus sentimientos sobre los procesos y las prácticas.

Diábete Panorama Ir a las Familias para Aprender Más Sobre EBPs

National Autism Center: Provee información valiosa para practicantes en evidencia y respuestas confiables para familias y médicos. Enlace a National Standards Project report Outlining Evidence-based Treatment for ASC.
https://www.nationalautismcenter.org/
https://www.nationalautismcenter.org/resources/2

National Professional Development Center on Autism Spectrum Disorder: Proporciona recursos gratuitos para familias, maestros, profesionales y profesionales de asistencia técnica sobre prácticas basadas en evidencia.

Otras fuentes de Ayuda para Padres y Familias:
• CAPTAInfo: Información sobre CAPTAIN, información para comunicarse con el representante de CAPTAIN en cada región y recursos regionales. https://www.captain.ca.gov/
• Learn the Signs Act Early: Recursos de los indicadores del Desarrollo temprano y protocolos. Recursos gratuitos para familias, profesionales y programas incluyendo documentos, apps, sitios y modelos de entrenamiento en línea. https://www.prevented.org/programs/early/early/nn.html
• Sitio de los padres en español: https://www.cdc.gov/developthesigns/es/extension/screening.html
• Imágenes de Datos de Autismo: Imprime gratuitamente hojas de datos sobre TEA en 14 diferentes lenguas, desarrolladas por University of Southern California CGDD.
https://www.cdc.gov/prisif/character/overview.html
• Sitio de los padres en español: http://www.prevented.org/nodes/enforkids/espanol/spanish_faq,charts

Adapted by Information Services & Medicines (v8) Medscape: Advierte a los profesionales sobre las 23 prácticas basadas en evidencia identificadas por NPSA-CAP. http://www.prevented.org/teaching/medscape/practice.html
• ADAPT: Entrenamiento en Autismo para Padres Educación a la Breve Módulo de aprendizaje para las Estaciones, el propio ritmo, para visitar habilidades y apoyos de conducta positivos desarrollados por el CTDD UC San Diego MIND Institute.
• https://www.medical.com/practicenews/ADAPT/ADAPT101508.html
ENGLISH AND SPANISH

Module 1: Strategies for Teaching Functional Skills

Module 2: Positive Behavior Strategies for Your Child with Autism

www.captain.ca.gov
Visit the CDC Website
https://www.cdc.gov/ncbddd/actearly/concerned.html
Learn the Signs. Act Early

https://www.cdc.gov/ncbddd/actearly/index.html
www.captain.ca.gov
(Go to CAPTAIN website and click on Learn the Signs Act Early)
Your Child’s Early Development is a Journey

Check off the milestones your child has reached and share your child’s progress with the doctor at every visit.

6 MONTHS
- Copies sounds
- Begins to sit without support
- Likes to play with others, especially parents
- Responds to own name
- Strings vowels together when babbling ("ah", "eh", "oh")
- Uses simple gestures such as shaking head for "no" or waving "bye-bye"
- Copies gestures
- Responds to simple spoken requests
- Says "mama" and "dada"
- Pulls up to stand

12 MONTHS (1 YEAR)
- Follows simple instructions
- Kicks a ball
- Points to things or pictures when they’re named
- Says sentences with 2 to 4 words
- Gets excited when with other children
- Says several single words
- Walks alone
- Knows what ordinary things are for; for example, telephone, brush, spoon
- Plays simple pretend, such as feeding a doll
- Points to show others something interesting
- Would rather play with other children than alone
- Tells stories
- Draws a person with 2 to 4 body parts
- Plays cooperatively

2 YEARS
- Copies adults and friends (like running when other children run)
- Carries on a conversation using 2 to 3 sentences
- Climbs well
- Plays make-believe with dolls, animals and people
- Shows affection for friends without prompting
- Hops and stands on one foot for up to 2 seconds
- Would rather play with other children than alone
- Tells stories
- Draws a person with 2 to 4 body parts
- Plays cooperatively

3 YEARS
- Follows simple instructions
- Kicks a ball
- Points to things or pictures when they’re named
- Says sentences with 2 to 4 words
- Gets excited when with other children
- Says several single words
- Walks alone
- Knows what ordinary things are for; for example, telephone, brush, spoon
- Plays simple pretend, such as feeding a doll
- Points to show others something interesting
- Would rather play with other children than alone
- Tells stories
- Draws a person with 2 to 4 body parts
- Plays cooperatively

4 YEARS
SELF LEARNING MODULES FOR TODDLERS!
NPDC-ASD Early Start Website
http://asdtoddler.fpg.unc.edu
On-line videos for families of very young children with social communication challenges.

Modules include narrated video lessons and examples of real parents and children interacting in their own homes, with suggestions for follow-up activities parents can try.

Strategies come from their research on effective practices used in parent implementation of the Early Start Denver Model.

Modules can be accessed via smart phones, tablets, and computers.
Resources for Older Individuals with ASD

www.captain.ca.gov
http://csesa.fpg.unc.edu
Autism at-a-Glance series

Autism at-a-Glance: Supporting Success and Safety in Relationships
This Autism at-a-Glance was designed to support high school staff, family members, and individuals on the autism spectrum in understanding and supporting success and safety in dating relationships.
Download: [Link to Supporting Success and Safety in Relationships.pdf]

Autism at-a-Glance: Exercise for Adolescents with ASD
This Autism at-a-Glance was designed to support high school staff and family members in understanding the benefits of exercise for adolescents on the autism spectrum, as well as provide tips and resources to help create successful exercise routines.
Download: [Link to Exercise for Adolescents with ASD.pdf]

Autism at-a-Glance: Depression in Adolescents with ASD
This Autism at-a-Glance was designed to support high school staff and family members in understanding and recognizing symptoms of depression, and how those symptoms may present in adolescents on the autism spectrum.
Download: [Link to Depression in Adolescents with ASD.pdf]

Autism at-a-Glance: Supporting Communication in High School
This issue of Autism at-a-Glance focuses on understanding and improving the communication skills of adolescents on the autism spectrum and specifically targets the needs of students who are able to communicate conversationally.
Download: [Link to Supporting Communication in High School.pdf]
1. Go to CAPTAIN website: www.captain.ca.gov
2. Look under Quick Links
3. Click on: Center on Secondary Education for Students with ASD (CSESA)
Presentation 1:

Characteristics and Practices for Challenging Behavior

*NOTE: If you have difficulty with the video links embedded as part of the presentation, link to the video on this page: http://csesa.fpg.unc.edu/understanding-autism-presentation-1-videos

- Facilitator Notes
- Participant Handout
- Activity Worksheet
- At My School Worksheet

Please review this notification of a video change made for Presentation 1, Repetitive Behaviors and Restricted Interests video (slide 17).

Presentation 2:

Strategies for Classroom Success and Effective Use of Teacher Supports
Evidence Based Practice: Visual Supports Supports Distance Learning

• This evidence based practice involves the use of visuals to support an individual as s/he moves through the day

• Might include written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts
The Autism House
Visual Supports for the Home
VIDEO TOUR OF VISUAL SUPPORTS IN A REAL HOUSE

• https://www.youtube.com/watch?v=doDj1ff1ffM
• https://www.youtube.com/watch?v=nGufwa9m7Tc
• Also on CAPTAIN Padlet: www.captain.ca.gov
Visual and Physical Boundaries and Structure

A specific type of visual support that uses furniture arrangement, labeling, and color coding to make the use of a particular space more obvious and clear.
How Can Visual/Physical Structure Be Helpful?

Can eliminate or minimize distractions
Can clarify what is expected
Can reduce anxiety
Can teach important self-management strategies
Set Up a Work Station
How We Can Support for Families

• Brainstorm ways to set up a workstation

• Brainstorm items needed for “Homeschool” and collaborate on how to access them

• Collaborate to create work systems that are appropriate for their child

• Empower families with how to set up structure
Provide Structured Work Systems to Manage Workload

**Homework Checklist**

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
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<td>Wed.</td>
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<td>Thurs.</td>
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<tr>
<td>Fri.</td>
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</tr>
</tbody>
</table>

Fill in your assignments below. Check them off as they are completed.
Visual Supports Help Students Get Organized
Sections of Binder are Color Coded and
Coordinate with Book Covers
Colored Folder in Each Binder Section/Subject
QUICK VIDEO TIPS and STRATEGIES
Minds Behind the MIND
On the CAPTAIN Padlet and
https://www.youtube.com/playlist?list=PLQnwECjj19Traqm3MKMI_2fGYI
QUICK TIP VIDEOS

www.captain.ca.gov
First - Then Visual Schedule System
Consider Types of Schedules:

Most Concrete to the Most Abstract

REAL OBJECT
PHOTOGRAPH
COLOR ICONS
BLACK & WHITE ICONS
WRITTEN WORD

basketball
What about if there is a change in the schedule?

A change in schedule is usually okay if the student is prepared!
CHANGE ALERT!!!

INSTEAD OF

WE WILL
CHANGE Tab
(Post-it® Arrow Flags)
Using Visual Supports in the Virtual Classroom
San Benito High School Team
Casandra Guerrero is Presenting at this Inclusion Collaborative Conference!
1:15 PM Today “Maintaining Social Connection During Physical Distancing"
Visual Supports Tool Kit
English and Spanish
Autism Speaks

WHERE TO FIND:
www.autismspeaks.org

CAPTAIN Padlet:
www.captain.ca.gov
Helpful Resources from TEACCH

https://teacch.com/resources/teacch-tips
QUICK VIDEO TIPS and STRATEGIES
Minds Behind the MIND
On the CAPTAIN Padlet and
https://www.youtube.com/playlist?list=PLQnwECjj19TraqmHPBOZEJ3MKMI_2fGYI
1 ½ hour lecture on Visual Supports
1 ½ hour lecture on Video Modeling
Evidence Based Practice: Antecedent Based Interventions (ABI)

This evidence based practice can be used to decrease an identified interfering behavior and/or increase engagement by modifying the environment to change the conditions that prompt the interfering behavior from the learner.

It is a proactive way of setting up better engagement and attention while preventing problematic behaviors.
Some Examples of ABI

• Give warning
• Choose motivating activities and materials
• Use visual supports to set the expectations
• Offer choices
• Build student’s tolerance to the teaching activity
Give Heads Up: Use Countdown Methods

Can visually indicate how long an activity will last (preferred and non-preferred)

Can help remove power struggles because “The timer said so!”

Can teach students an important self-management skill
Timers and Alarms:

Website: 20 Visual Timers for Children with Special Needs

https://www.friendshipcircle.org/blog/2012/11/06/20-visual-timers-for-children-with-special-needs/
Use Learner Preferences Within Activities

Lego Math

Super Hero Writing
Choices….Choices…..
Visual Rules and Expectations
Choice Boards

**Art History**

<table>
<thead>
<tr>
<th>Verbal/Linguistic (Word Smart)</th>
<th>Logical/Mathematical (Math Smart)</th>
<th>Intrapersonal (Self Smart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an Artist. Write a presentation on the life of this artist. Option: Present your presentation to the class.</td>
<td>Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop. Option: Create a String Art Project</td>
<td>Choose your favorite artist or art period. Write a self-reflection paper supporting why the artist or art period is your favorite. Option: Compare and Contrast two of your favorite artist or art periods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal (People Smart)</th>
<th>ActivInspire Presentation (Computer Smart)</th>
<th>Musical/Rhythmic (Music Smart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With one partner, choose an artist or art period that you both like. Create a collaborative work of art in the style of artist or art period you both choose. Option: Present your collaborative work of art to the class.</td>
<td>Create an art history flipchart with ActivInspire. Choose an artist, your favorite work of art they created, and write two paragraphs describing the art and artist. Option: Present your Flipchart to the class.</td>
<td>Write a song, chant or rap about an artist or art period. Option: Present the song, chant or rap to the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual/Spatial (Art &amp; Space Smart)</th>
<th>Bodily/Kinesthetic (Body Smart)</th>
<th>Naturalist (Nature Smart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreate a piece of art in the style of an artist or art period. Option: Present your art to the class and explain how your art represents the artist or art period.</td>
<td>Research an artist or art period. In partners or small groups, write a play about the artist or art period. Option: Record your play before or after school or present live to the class.</td>
<td>Choose an artist whose art represents your favorite part of nature. Create a piece of art in the style of this artist. Option: Present your art to the class and describe why you choose this artist.</td>
</tr>
</tbody>
</table>
https://afirm.fpg.unc.edu/online-learning-resources
FREE COVID-19 TOOLKIT FOR SUPPORTING CHILDREN AND YOUTH WITH ASD
https://afirm.fpg.unc.edu/afirm-modules
and on CAPTAIN Padlet

English; Spanish; Chinese; Mandarin; Japanese; Arabic; Polish; Swedish; Italian; Spanish; Czech
FREE COVID-19 TOOLKIT FOR SUPPORTING ADULTS

https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Adults%20with%20Autism%20through%20Uncertain%20Times%20Full%20Packet_0.pdf
Social Story: An Evidence Based Practice
“Pandemics and the Coronavirus”
Written by Carol Gray
(Developer of Social Stories)


*On Padlet and CAPTAIN Facebook page
www.captain.ca.gov
Social Story by Carol Gray:
COVID 19: I Can Help!

English
Spanish
Chinese
Social Story by Carol Gray:
Watching a Pandemic on Television

English
Spanish
Chinese
Links to ASD Resources

Links to Padlets

CAPTAIN Social Media Links

CAPTAIN www.captain.ca.gov
CHECK OUT THE CAPTAIN FACEBOOK PAGE
“Children and families cannot benefit from evidence-based practices that they do not experience.”

-Dean Fixsen, NIRN, 2006
QUESTIONS?
Ann England, MA., CCC-SLP-L
Co-Coordinator, CAPTAIN

Project Coordinator, SELPA Content Lead-ASD, CAPTAIN/Marin County SELPA
SELPA Content Lead Marin County SELPA - CAPTAIN

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END