



# What is CAPTAIN?

**Matrix Parent Network & Resource Center**  
**September 28, 2020 \* 1:00 PM to 3:00 PM**



**ccee**  
California Collaborative  
*for* Educational Excellence

# **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**



**Marin County SELPA**

**1111 Las Gallinas Avenue, San Rafael, California 94903**

**aengland@marinschools.org \* 415-491-6614**

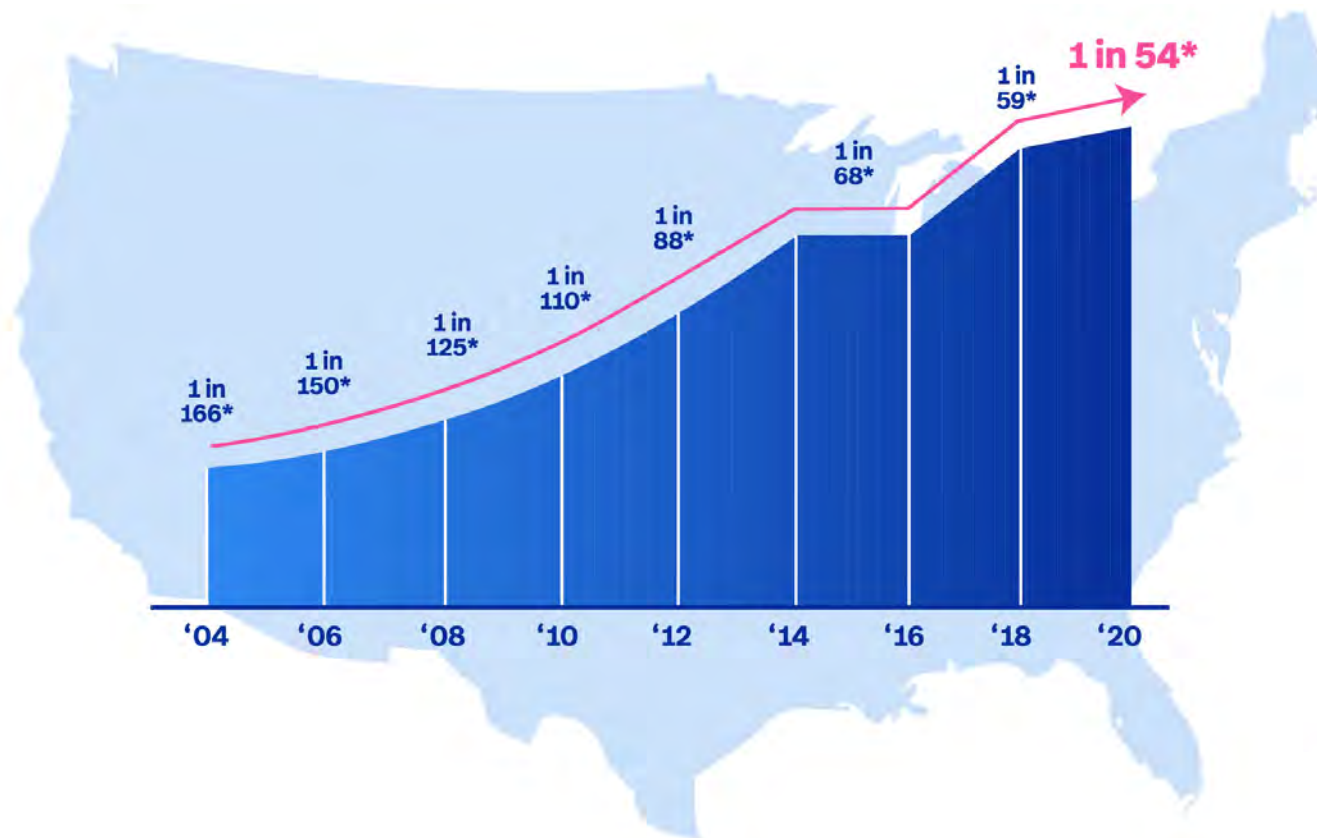
**[captain@marinschools.org](mailto:captain@marinschools.org) \* [www.captain.ca.gov](http://www.captain.ca.gov)**

# Why are we talking about ASD today <sup>???</sup>?

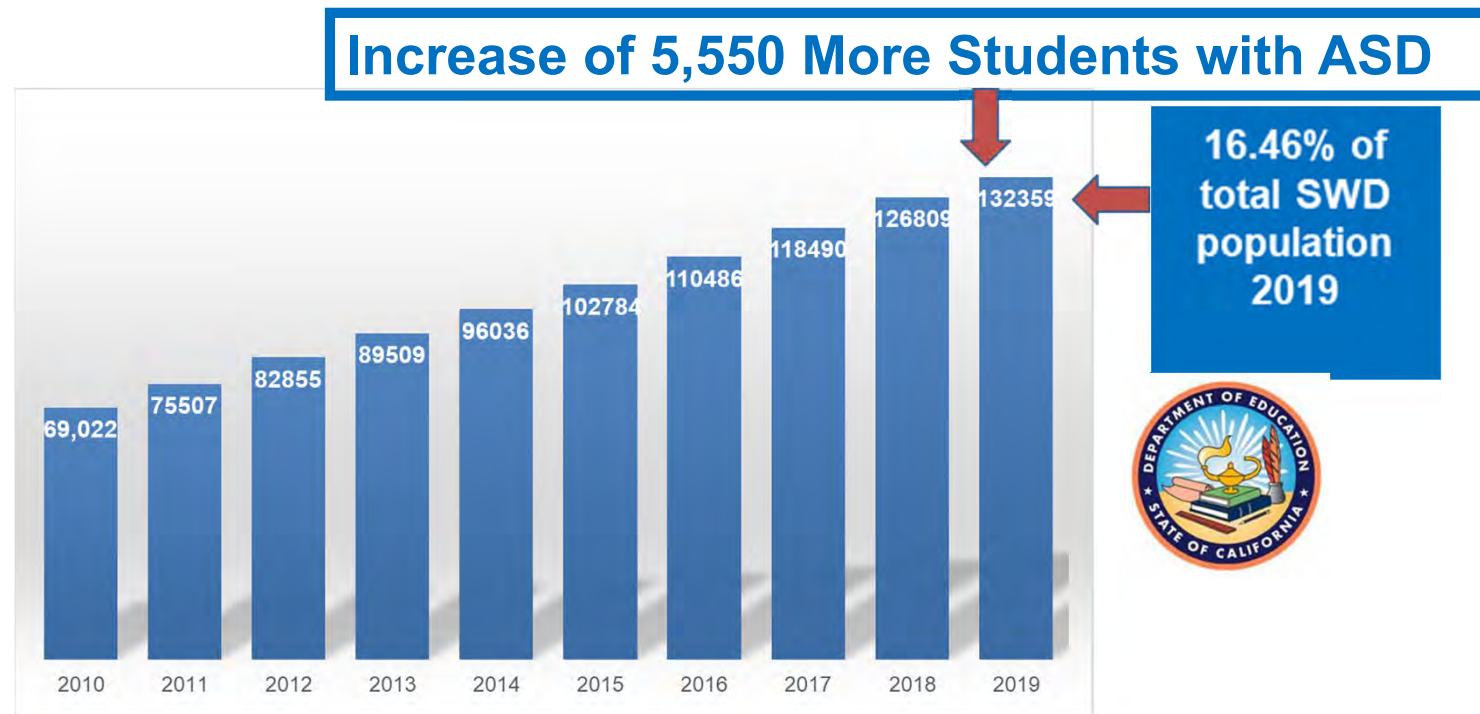
***Because the number of individuals with ASD is increasing every year!***



# Current Prevalence of Autism Data = 1:54 [www.cdc.gov](http://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

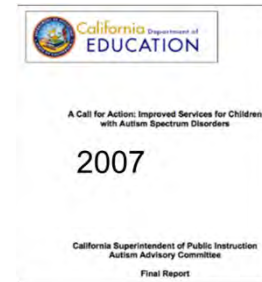
Develop a process for better interagency coordination: **CAPTAIN**

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](http://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**

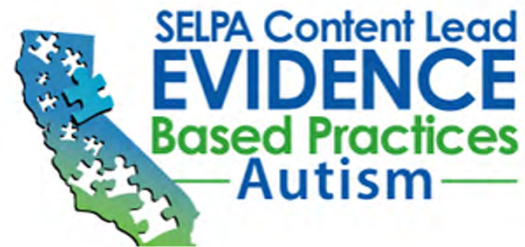
**Installation  
Phase**

2018-2023

**Ongoing Scale  
Up and SELPA  
Content Lead  
Grant**

**Full  
Implementation**



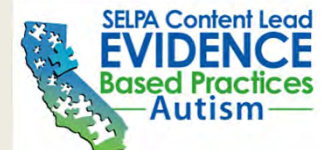


# CAPTAIN

**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](http://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**



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



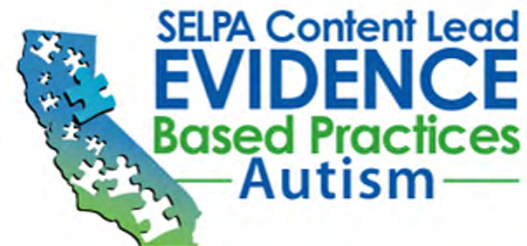
# CAPTAIN Partners Across California



**Regional Centers**



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON  
**AUTISM SPECTRUM DISORDERS**



February 1, 2020



CAPTAIN is also a  
SELPA Content Lead-ASD  
in partnership with  
Marin County SELPA  
which is part of California's  
Statewide System of Support



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# CAPTAIN IS PART OF CALIFORNIA'S STATEWIDE SYSTEM OF SUPPORT

## California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



### LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



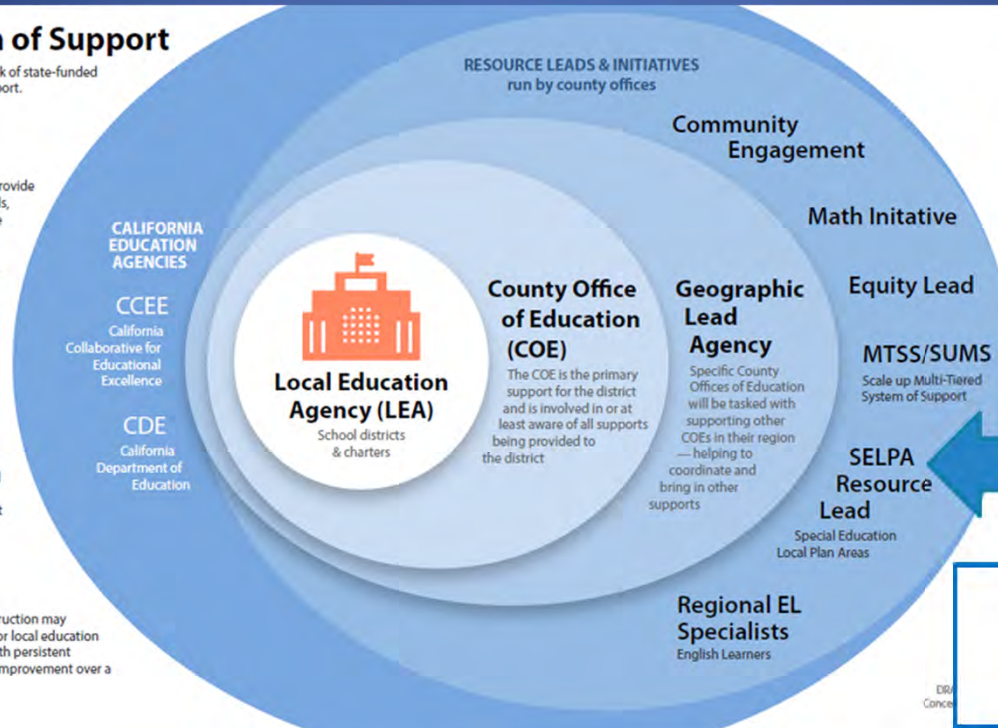
### LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



### LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



### SELPA Content Leads

Marin County/CAPTAIN ASD

Placer County:  
Access AT/AAC/UDL

South County:  
Disproportionality

Imperial County:  
English Language Learners

### SELPA SYSTEMS IMPROVEMENT LEADS:

El Dorado County  
West San Gabriel  
Riverside County



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

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



SELPA Content Lead  
**EVIDENCE**  
Based Practices  
Autism

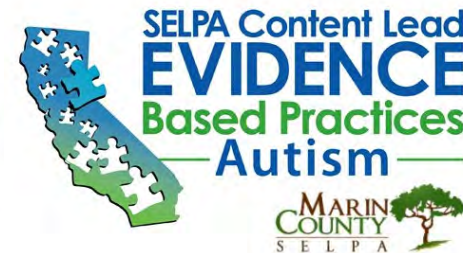
# 17 CAPTAIN REGIONS

- CAPTAIN 101
- NORTH STATE CAPTAIN
- CAPTAIN BRIDGES
- CAPITAL CAPTAIN
- CAPTAINS OF THE EAST BAY
- CAPTAIN HOOK
- CAPTAIN 007
- CENTRAL VALLEY CAPTAIN
- CAPTAIN 805
- CAPTAIN KERN
- CAPTAIN LA ; C.L.I.C.; SUPER 14; NEW WAVE
- ORANGE COUNTY CAPTAIN
- CAPTAIN X
- CAPTAIN SAN DIEGO



## How to Find Your CAPTAIN Cadre:

1. Go to CAPTAIN website:  
[www.captain.ca.gov](http://www.captain.ca.gov)
2. Look under QUICK Links
3. Click on CAPTAIN Cadre



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

captain-cadre-jan-2020 (9).xlsx - Excel

File Home Insert Page Layout Formulas Data Review View Acrobat Tell me what you want to do... Ann

Clipboard Font Alignment Number Styles Cells Editing

Calibri 11 A A Wrap Text General \$ % € .00 .00

B C D E

	First	Email	Agency	Region
1	Tara	<a href="mailto:tyarberry@bcoe.org">tyarberry@bcoe.org</a>	Butte County SELPA	North State CAPTAIN
41	Jackie	<a href="mailto:jjohnson@farnorthernrc.org">jjohnson@farnorthernrc.org</a>	Far Northern Regional Center	NORTH STATE CAPTAIN
42	Sarah	<a href="mailto:sreed@farnorthernrc.org">sreed@farnorthernrc.org</a>	Far Northern Regional Center	NORTH STATE CAPTAIN
43	Elena	<a href="mailto:elenab@rfenc.org">elenab@rfenc.org</a>	FRC Region 1 (Rowell FEC)	NORTH STATE CAPTAIN
44	Gina	<a href="mailto:ginag@rfenc.org">ginag@rfenc.org</a>	FRC Region 1 (Rowell FEC)	NORTH STATE CAPTAIN
45	Jacki	<a href="mailto:jcampos@glenncoe.org">jcampos@glenncoe.org</a>	Glenn County SELPA	NORTH STATE CAPTAIN
46	Lalaynia	<a href="mailto:lalaynialittle@glenncoe.org">lalaynialittle@glenncoe.org</a>	Glenn County SELPA	NORTH STATE CAPTAIN
47	Seaira	<a href="mailto:SHarrington@lcoe.org">SHarrington@lcoe.org</a>	Lassen County SELPA	NORTH STATE CAPTAIN
48	Elizabeth	<a href="mailto:bweber@modoccoe.k12.ca.us">bweber@modoccoe.k12.ca.us</a>	Modoc County SELPA	NORTH STATE CAPTAIN
49	Michelle	<a href="mailto:mkuehl@shastacoe.org">mkuehl@shastacoe.org</a>	Shasta County SELPA	NORTH STATE CAPTAIN
50	Ayisha	<a href="mailto:abledsoe@gwusd.org">abledsoe@gwusd.org</a>	Shasta County SELPA	NORTH STATE CAPTAIN
51	Aubrie	<a href="mailto:afulk@tehamaschools.org">afulk@tehamaschools.org</a>	Tehama County SELPA	NORTH STATE CAPTAIN
52	Jamie	<a href="mailto:jmanning@tehamaschools.org">jmanning@tehamaschools.org</a>	Tehama County SELPA	NORTH STATE CAPTAIN
53	Loreina	<a href="mailto:lsantana@tehamaschools.org">lsantana@tehamaschools.org</a>	Tehama County SELPA	NORTH STATE CAPTAIN
54				



**REGIONAL IMPLEMENTATION LEADS**  
**SELPA CONTENT LEAD-ASD Marin County SELPA-CAPTAIN**  
**YEAR 1**



<b>REGIONAL IMPLEMENTATION LEAD</b>	<b>SELPA NAME</b>	<b>CAPTAIN REGION</b>	<b>SELPA DIRECTOR</b>
1. Robyn Young	Santa Barbara County SELPA	CAPTAIN 805	Ray Avila
2. Jennifer Streeter	Humboldt-Del Norte SELPA	CAPTAIN 101	Mindy Fattig
3. Laura Blackburn	Placer County SELPA	Capital CAPTAIN	Troy Tickle
4. Jennifer Rountree	Desert Mountain SELPA	CAPTAIN X	Jenae Holtz
5. Joan Ralph	North Region SELPA	CAPTAINS of the East Bay	Katie Babcock
6. Monika Gyls	Antelope Valley SELPA	Super 14	Benay Loftus
7. Jennifer Wolfe	East San Gabriel Valley SELPA	C.L.I.C. (CAPTAIN Local Interagency Collaborative)	Scott Turner
8. Mark Pfaff	Tehama County SELPA	North State CAPTAIN	Veronica Coates





## Regional Implementation Leads Co-Hort 2 Selected for 2020

Regional Implementation Lead	CAPTAIN Region	SELPA /Director
1. Andrew Weiher	CAPTAIN Bridges	Jon Lenz Marin County SELPA
2. Robert Hefner	CAPTAIN Kern	Juliana Gaines Kern County Consortium SELPA
3. Marissa Saldate	Central Valley CAPTAIN	Sean Virnig Fresno USD SELPA
4. Patti Bangs	CAPTAIN 007	Kenyon Hopkins Monterey County SELPA
5. Kim Kapur	Orange County CAPTAINS	Melanie Hertig Irvine USD SELPA

# Why is CAPTAIN so focused on Evidence Based Practices (EBPs)?



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



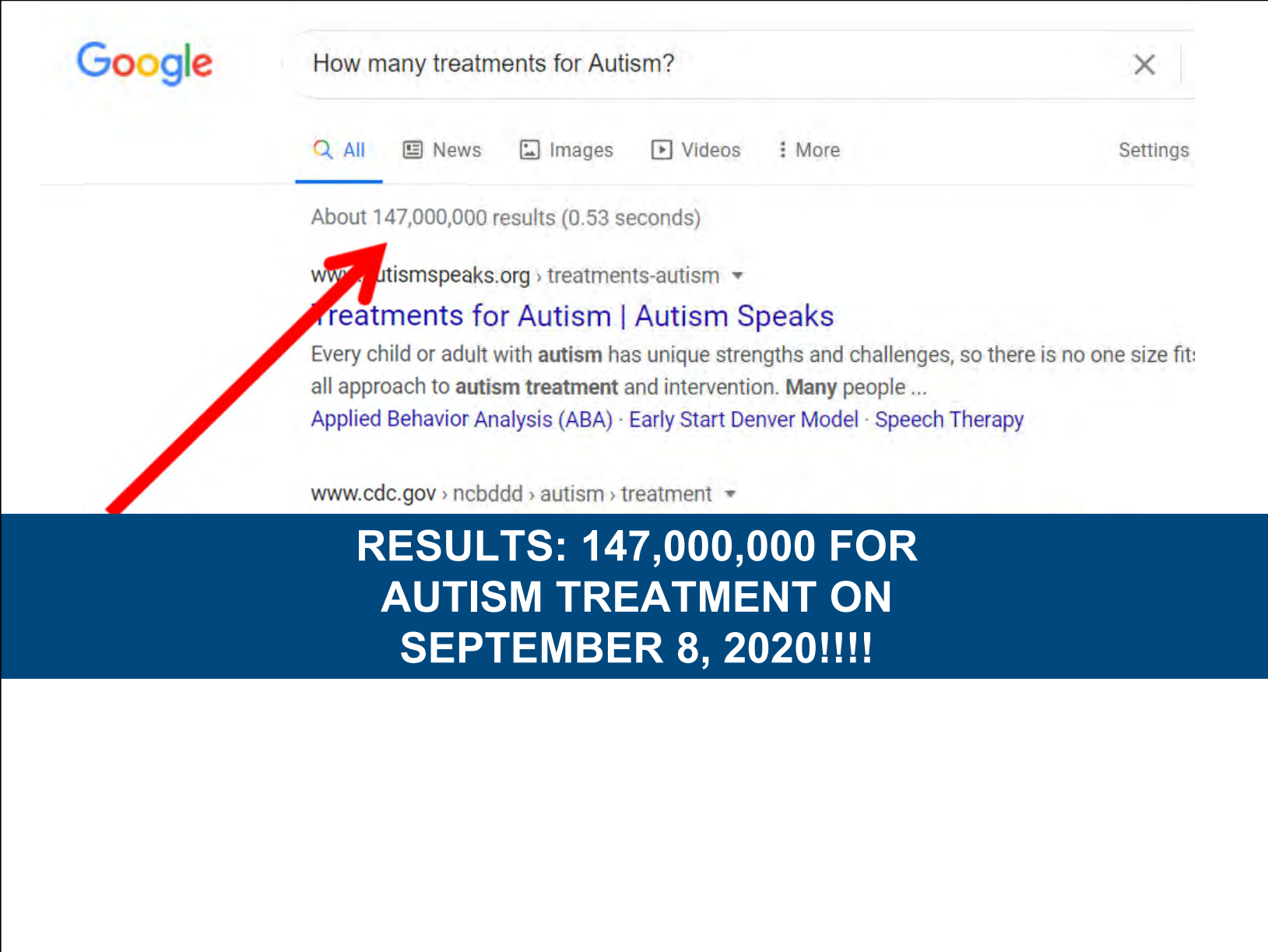
How many results do you think you would  
get if you did a  search for:

**“AUTISM TREATMENT”?**



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





Google

How many treatments for Autism?

Search All News Images Videos More Settings

About 147,000,000 results (0.53 seconds)

www.autismspeaks.org › treatments-autism

**Treatments for Autism | Autism Speaks**

Every child or adult with **autism** has unique strengths and challenges, so there is no one size fit: all approach to **autism treatment** and intervention. **Many** people ...

Applied Behavior Analysis (ABA) · Early Start Denver Model · Speech Therapy

www.cdc.gov › ncbddd › autism › treatment

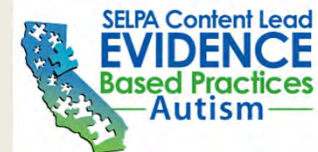
**RESULTS: 147,000,000 FOR  
AUTISM TREATMENT ON  
SEPTEMBER 8, 2020!!!!**

## 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



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





# What Is An Evidence Based Practice (EBP)?

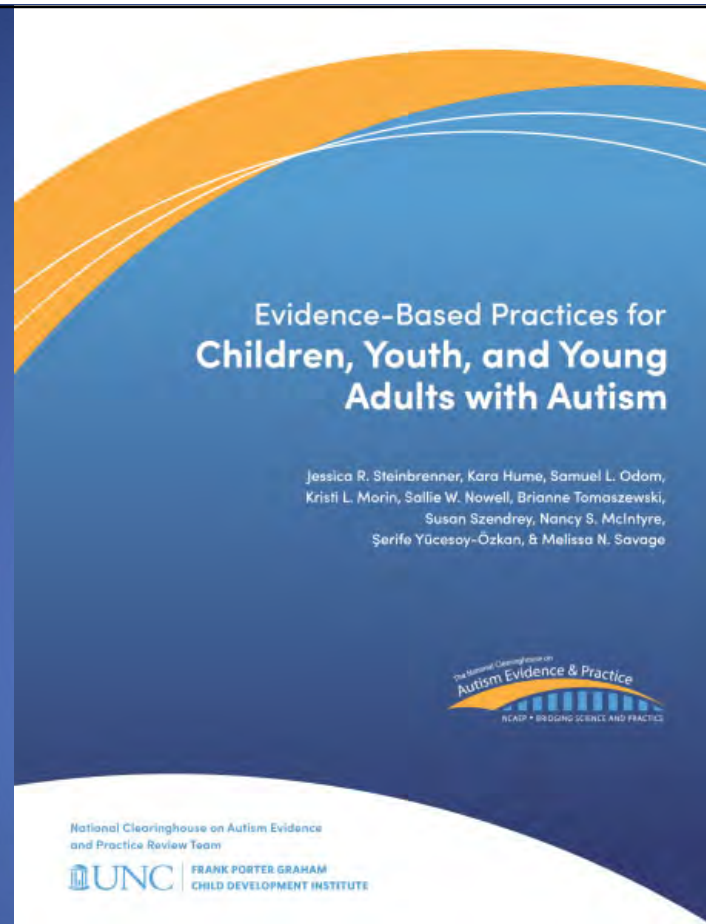
- An intervention or practice for which there is scientifically based research that demonstrates its effectiveness
- Practices that rely on rigorous, systematic and objective procedures to deliver reliable results



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



**Reviewed Research  
Literature Through  
2017**



**Released  
APRIL 2020**

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



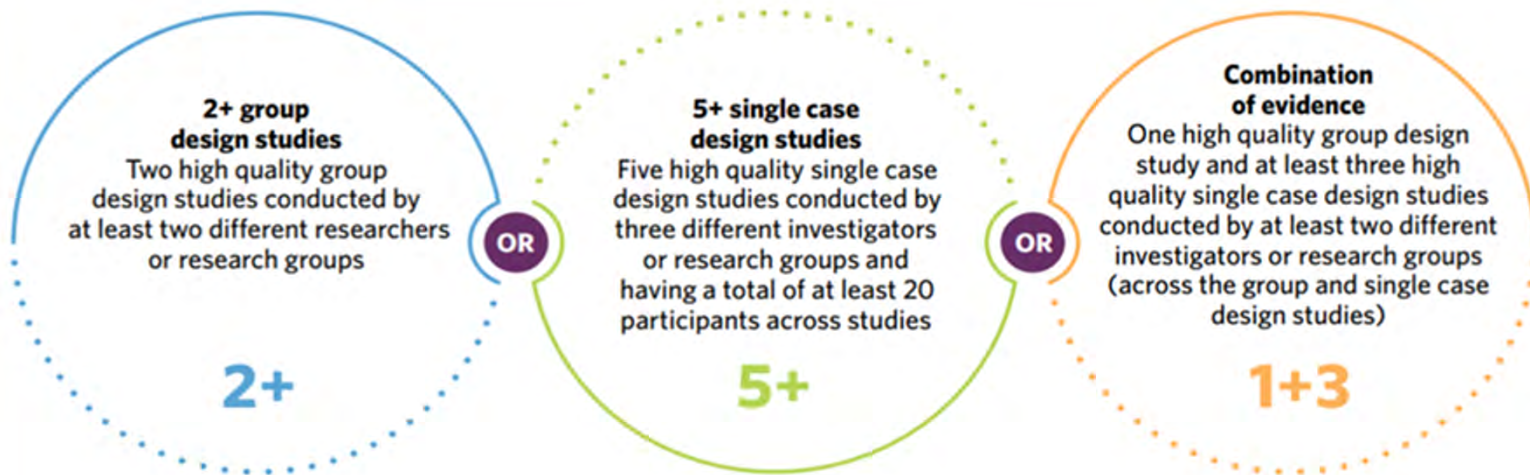
[www.captain.ca.gov](http://www.captain.ca.gov)







# Criteria for Qualification of an EBP



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



## 28 Evidence Based Practices (2020)

Antecedent-Based Interventions

Augmentative and Alternative Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional Strategies

Differential Reinforcement of Alternative, Incompatible, or Other Behavior

Direct Instruction

Discrete Trial Training

Exercise and Movement

Extinction

Functional Behavioral Assessment

Functional Communication Training

Modeling

Music-Mediated Intervention

Naturalistic Intervention

Parent-Implemented Intervention

Peer-Based Instruction and intervention

Prompting

Reinforcement

Response Interruption and Redirection

Self-Management

Sensory Integration

Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and Instruction

Time Delay

Video Modeling

Visual Supports

# INTERVENTION FACT SHEETS AVAILABLE FOR EACH OF THE 28 EBPs

Name of EBP		Augmentative and Alternative Communication (AAC)					
Definition of EBP		<p>Augmentative and Alternative Communication (AAC) interventions use and/or teach the use of a system of communication that is not verbal/vocal, including aided and unaided communication systems. Unaided communication systems do not use any materials or technology (e.g., sign language and gestures). Aided communication systems include low-tech systems (e.g., switching to objects/pictures or pointing to letters) and extend to high-tech speech-generating devices (SGDs) and applications that allow other devices (i.e., phones, tablets) to serve as SGDs. Methods of teaching AAC were also included in this category (e.g., Aided Language Modeling) which may include other EBPs such as prompting, reinforcement, visual supports, and peer-mediated interventions.</p> <p>• Manualized Interventions Meeting Evidence-Based Practice Communication System* (PECS3; Bondy and Frost, 1998).</p>					
Outcome Areas		Age Range					
		5-8	9-14	15-18	19-24	25-34	35-44
Communication		✓	✓	✓	✓	✓	✓
Social		✓	✓	✓	✓	✓	✓
Joint attention		✓	✓	✓	✓	✓	✓
Play		✓	✓	✓	✓	✓	✓
Cognitive							
School readiness							
Academic/Pre-academic			✓	✓			
Adaptive/self-help							
Challenging/interfering behavior			✓	✓			
Vocational							
Motor							✓
Mental health							
Self-determination							
References							
<ol style="list-style-type: none"> <li>Agun, M. M., &amp; Vance, M. (2016). A comparison of PECS and iPad to teach requesting to pre-schoolers with autistic spectrum disorders. <i>Augmentative and Alternative Communication</i>, 31(1), 58-68. <a href="https://doi.org/10.1080/07434812.2016.1103563">https://doi.org/10.1080/07434812.2016.1103563</a></li> <li>Ali, E., Macfarland, S. Z., &amp; Umbreit, J. (2011). Effectiveness of combining tangible symbols with the Picture Exchange Communication System to teach requesting skills to children with multiple disabilities including visual impairment. <i>Education and Training in Autism and Developmental Disabilities</i>, 46(3), 429-450.</li> <li>Almird, J., Doreburn, C., Chang, Y.-C., Shaw, S., Kainer, A., Liu, X., Nahum-Shani, J., Landa, R., Methy, P., &amp; Kwan, C. (2016). Longitudinal effects of adaptive interventions with a speech-generating device in minimally verbal children with ASD. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 45(4), 440-456. <a href="http://dx.doi.org/10.1080/15374416.2016.1138457">http://dx.doi.org/10.1080/15374416.2016.1138457</a></li> <li>Alzway, N. M., Banda, D. R., &amp; Kaul, R. (2017). Teaching children with autism spectrum disorder and other developmental disabilities to perform multi-step requesting using an iPad. <i>Augmentative and Alternative Communication</i>, 32(2), 65-76. <a href="https://doi.org/10.1080/07434812.2017.1304935">https://doi.org/10.1080/07434812.2017.1304935</a></li> </ol>							

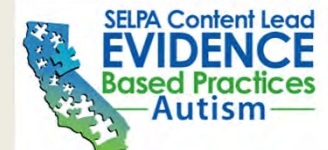
65 | Evidence-Based Practice for Children, Youth, and Young Adults with Autism

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years			
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VM																																							
VS																																							



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





# EBPs Matrix and Definitions (English and Spanish) Available on the CAPTAIN Website

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

The screenshot displays the CAPTAIN website interface. At the top, there are logos for CAPTAIN (California Autism Professional Training and Information Network) and MARIN COUNTY SELPA, along with navigation buttons for Home, About, and News. The main content area is divided into two sections. On the left, under the heading 'CAPTAIN Resources', there is a table with four rows. The first two rows, 'Matrix of EBPs 2020 NCAEP' and 'EBP Matrix Definitions 2020 NCAEP', are highlighted with red arrows. The third row is 'EBP Matrix Definitions 2020 NCAEP - Spanish', and the fourth is 'What are EBPs for ASD - April 2020'. On the right, under the heading 'CAPTAIN Events', there is a 'Calendar' section featuring a blue box for the 'CAPTAIN Summit [by invitation only]' scheduled for November 2-3, 2020, at the Riverside Convention Center. A 'More Information' link is provided below the event details.

CAPTAIN Resources	
	Matrix of EBPs 2020 NCAEP
	EBP Matrix Definitions 2020 NCAEP
	EBP Matrix Definitions 2020 NCAEP - Spanish
	What are EBPs for ASD - April 2020

**CAPTAIN Events**

Calendar

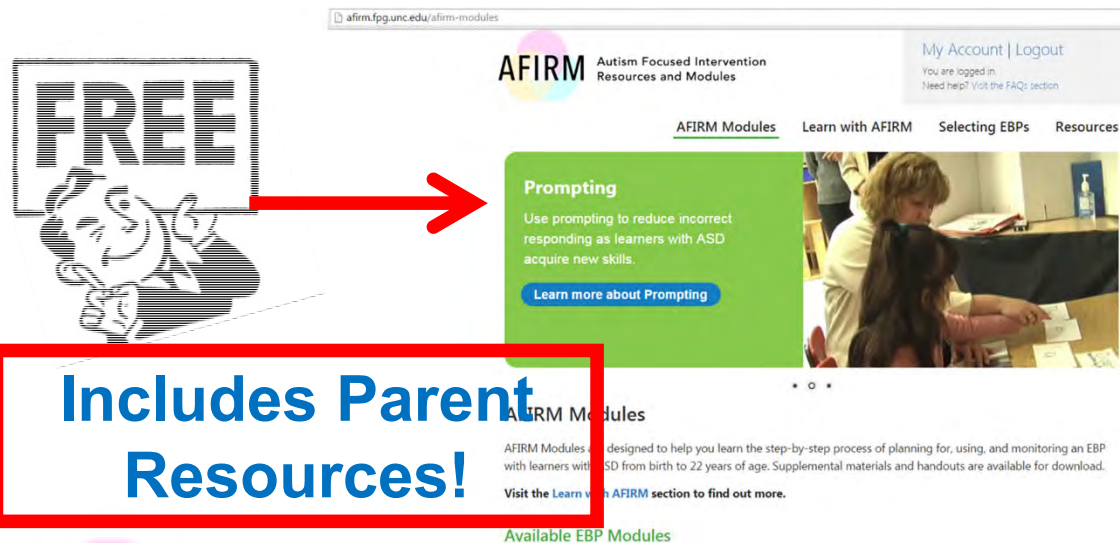
**CAPTAIN Summit  
[by invitation only]**

November 2-3, 2020  
One Statewide Summit  
Riverside Convention Center,  
Riverside CA

**More Information**

# FREE High Quality Training: 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



The screenshot shows the AFIRM website interface. On the left, a graphic with the word 'FREE' and a cartoon character is connected by a red arrow to a green box on the website labeled 'Prompting'. The 'Prompting' box contains the text: 'Use prompting to reduce incorrect responding as learners with ASD acquire new skills.' and a button that says 'Learn more about Prompting'. Below this, the website header and navigation menu are visible, including 'AFIRM Modules', 'Learn with AFIRM', 'Selecting EBPs', and 'Resources'. A red box highlights the text 'Includes Parent Resources!' on the left side of the screenshot.

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



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

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

**AFIRM** Autism Focused Intervention Resources & Modules

My Account | Logout  
You are logged in.  
Need help? Visit the FAQs section.

AFIRM Modules Learn with AFIRM Earn CE Credits Selecting EBPs Resources

## AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

**Keyword Search**  **Apply**

### Browse by Module

- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response Interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

### Browse by Module Lesson

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

### Browse by Document Type

- Evidence-base
- Implementation checklist
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

### AFIRM Videos

- Browse Videos

**Implementation Checklists**

**Parent Guides**

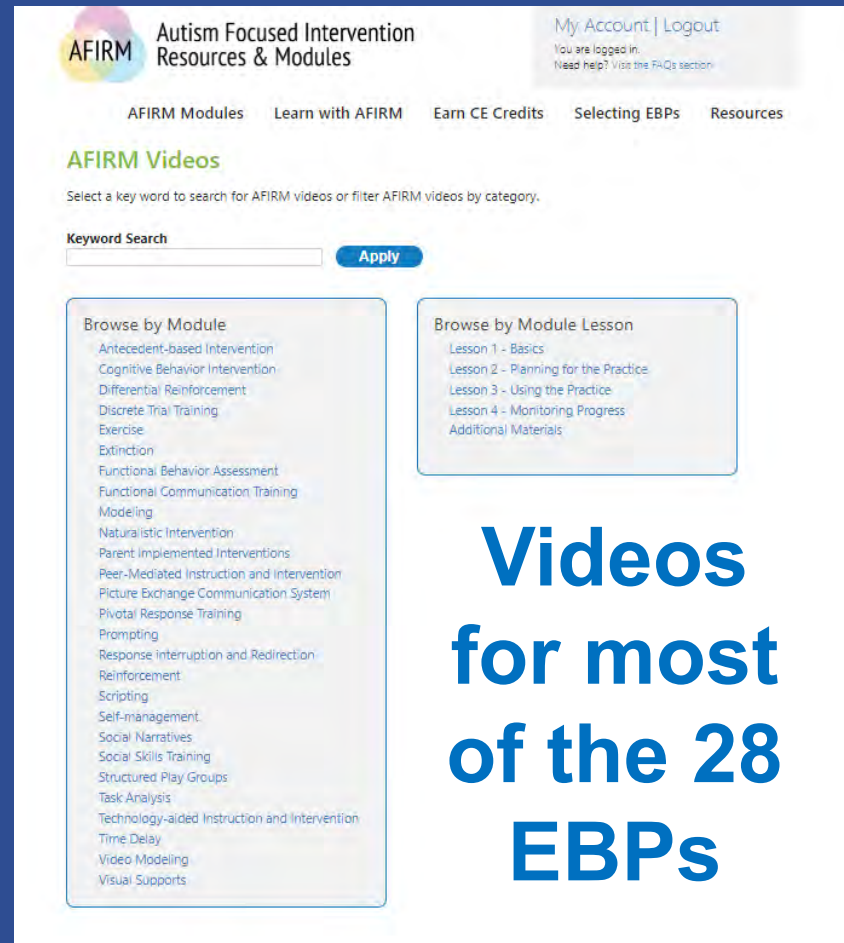
**EBP Videos**

[www.captain.ca.gov](http://www.captain.ca.gov)  
<http://afirm.fpg.unc.edu/afirm-modules>



# AFIRM **VIDEOS** of Evidence-Based Practices

<https://afirm.fpg.unc.edu/afirm-videos>



**AFIRM** Autism Focused Intervention Resources & Modules

My Account | Logout  
You are logged in.  
Need help? Visit the FAQs section.

AFIRM Modules Learn with AFIRM Earn CE Credits Selecting EBPs Resources

### AFIRM Videos

Select a key word to search for AFIRM videos or filter AFIRM videos by category.

Keyword Search  **Apply**

**Browse by Module**

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**Browse by Module Lesson**

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

**Videos for most of the 28 EBPs**

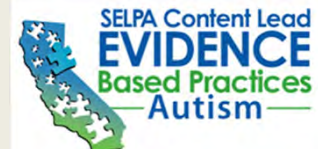
# Implementation Checklist Ensures Fidelity

- 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>



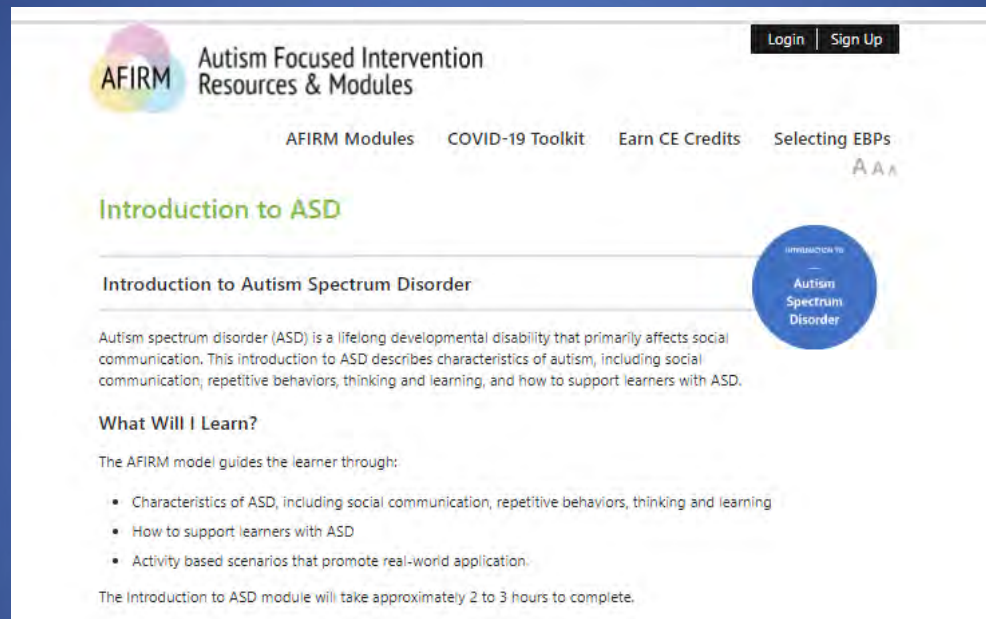
[www.captain.ca.gov](http://www.captain.ca.gov)



Visual Supports (VS) ---Implementation Checklist---					
Observation	1	2	3	4	
Date					
Observer's Initials					
<b>Before you start:</b>					
<b>Have you...</b>					
<input type="checkbox"/> Identified the behavior? <input type="checkbox"/> Collected baseline data through direct observation? <input type="checkbox"/> Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered. <i>If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.</i>					
<b>Step 1: Planning</b>					
1.1	Identify visual supports needed to acquire or maintain target skills				
1.2	Develop/prepare visual support for learner based on individualized assessments				
1.3	Organize all needed materials				
<b>Step 2: Using</b>					
2.1	Teach learner how to use visual support				
- <b>Boundaries:</b>					
<input type="checkbox"/>	Introduce boundary to learner				
<input type="checkbox"/>	Use modeling to teach learner to stay within boundary				
<input type="checkbox"/>	Use reinforcement to encourage learner to stay within boundary				
<input type="checkbox"/>	Use corrective feedback when learner does not stay within boundary				
- <b>Cues:</b>					
<input type="checkbox"/>	Show learner visual cue				
<input type="checkbox"/>	Stand behind learner when prompting use of visual cue				
<input type="checkbox"/>	Use concise, relevant words/terms while teaching visual cue				
<input type="checkbox"/>	Assist learner in participating in activity/event with visual cue				
- <b>Schedules:</b>					
<input type="checkbox"/>	Stand behind learner when prompting use of visual schedule				
<input type="checkbox"/>	Place schedule information in learner's hand				
<input type="checkbox"/>	Use concise, relevant words/terms				
<input type="checkbox"/>	Assist learner in getting to designated activity/location, and prompt				
<input type="checkbox"/>	Ensure learner remains in scheduled location until prompted to use				
<input type="checkbox"/>	Repeat steps until learner is able to complete the sequence independently across activities/locations				
2.3	Use visual supports consistently and across settings				
<b>Step 3: Monitoring</b>					
3.1	Collect data on target behaviors and use of visual supports (independence during use and progress through forms/types of supports)				
3.2	Determine next steps based on learner progress				

AFIRM Autism Focused Intervention Resources and Modules

# Free Introduction to ASD Online Course



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

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



[www.captain.ca.gov](http://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](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Reinforcement_0.pdf)



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



# ONLINE LEARNING MODULES JUST FOR PARAEDUCATORS, TOO!



## Autism Focused Intervention Resources & Modules

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

### AFIRM for Paraprofessionals: Simulated E-Learning



#### Reinforcement: Introduction & Practice

▼ Hide description

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.

Select Module



#### Prompting: Introduction & Practice

▼ Hide description

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.

Select Module



#### Time Delay: Introduction & Practice

▼ Hide description

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.

Select Module

# Why do we use EBPs?





## ***EBPs are Required.....***

<b>IDEA 2004</b>	Sec. 300.320 (4) A statement of the special education and related services and supplementary aids and services, <b>based on peer-reviewed research</b> to the extent practicable, to be provided to the child, or on behalf of the child. . .
<b>ESSA S.1177-290.</b>	EVIDENCE-BASED . . . (B), <b>the term ‘evidence-based’</b> , when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) <b>demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence...</b> (ii)(I) <b>demonstrates a rationale based on high quality research findings</b>
<b>CA ED</b>	<b>CODE 56345</b> A statement of the special education and related services and supplementary aids and services, <b>based on peer-reviewed research</b> to the extent practicable, to be provided to the pupil, or on behalf of the pupil . . .



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





## ***EBPs are Required...***

<b>CA Senate Bill 946</b>	<p>“Behavioral health treatment” means professional services and treatment programs, including applied behavior analysis and <b>evidence-based behavior intervention programs . . .</b></p>
<b>CA Lanterman Act</b>	<p>4686.2: Only purchase ABA services or intensive behavioral intervention services that reflect evidence-based practices . . .</p> <p><b>Evidence-based practice" means a decision making process that integrates the best available scientifically rigorous research, clinical expertise, and individual's characteristics.</b></p>
<b>ASHA</b>	<p>Audiologists and speech and language pathologists incorporate the principles of <b>evidence-based practice in clinical decision making to provide high quality clinical care.</b> 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.</p>



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



What is the most *important* reason  
to use EBPs?



Because they work!!!! 😊

# **CAPTAIN RESOURCES**

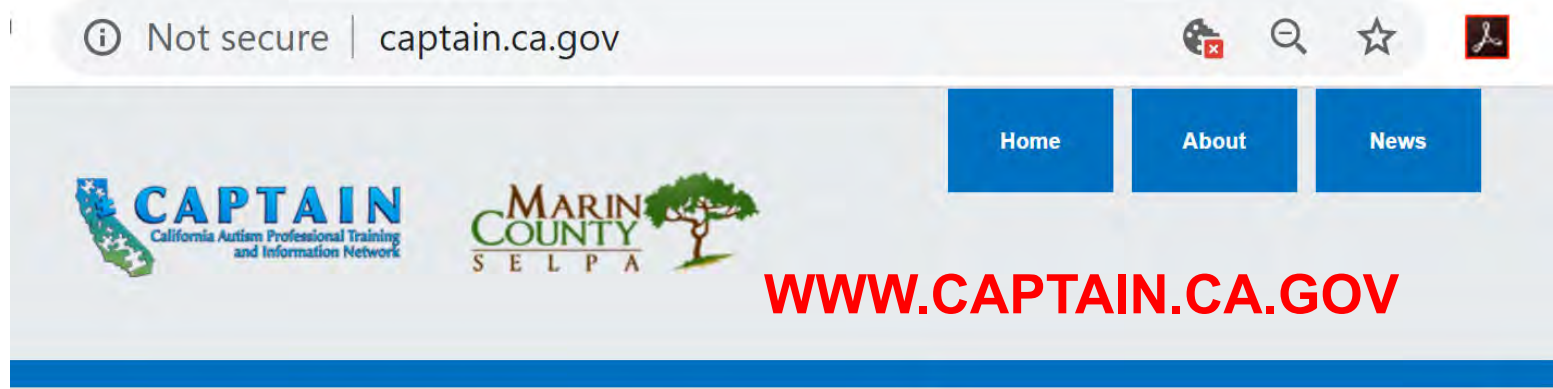
## **FOR FAMILIES OF STUDENTS WITH AUTISM**



**FAMILY RESOURCES**

# PADLETS ON CAPTAIN WEBSITE

## WWW.CAPTAIN.CA.GOV



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

Here is the link to the English Padlet:

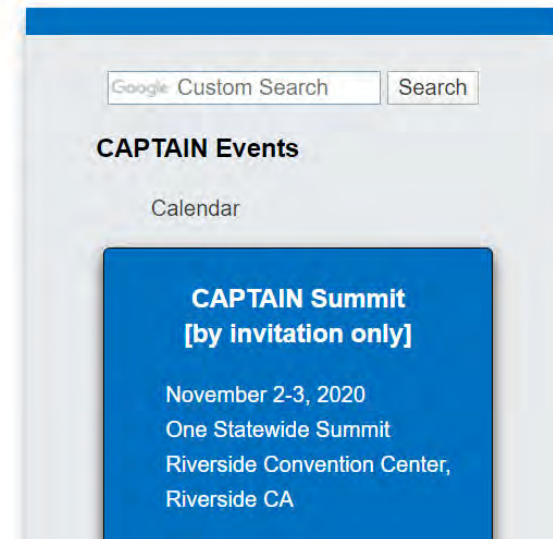
<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Here is the link to the Spanish Padlet for Families:

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

### 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.





# PADLET

## Resources for Educators and Families during School Closure English

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

The screenshot shows a Padlet board with a blue background. At the top, the title is 'RESOURCES TO SUPPORT SCHOOL CLOSURES/DISTANCE LEARNING FOR STUDENTS WITH AUTISM'. Below the title, there are four main columns of resources:

- RESOURCES TO EXPLAIN COVID-19 TO STUDENTS WITH AUTISM**
  - Social Stories by Carol Gray: Pandemics and the Corona Virus (English)
  - My Story About Pandemics and the Coronavirus - Carol Gray
  - SOCIAL STORY BY CAROL GRAY Pande... google docs
- RESOURCES FOR PARENTS TO SUPPORT HOME LEARNING**
  - AFIRM Modules
    1. Visual Supports
    2. Antecedent Based Interventions
    3. Reinforcement
  - Autism Spectrum Disorder
  - AFIRM Modules: Our funding has ended. Find out how to ...
- RESOURCES FOR EDUCATORS TO SUPPORT DISTANCE LEARNING**
  - GUIDANCE DOCUMENT: What to do and Where to Start
  - SUPPORTING EDUCATORS AND FAMILIE... by CAPTAIN CA google drive
  - Webinar: Teaching Online During COVID-19
- APPS, ETC., TO SUPPORT LEARNING, BEHAVIORS, AND MAINTENANCE OF SKILLS**
  - Schedules:
    - iCal (Apple Calendar)
    - Google Calendar (iPhone and Android Apps)
    - First/Then Visual Schedule App (\$14.99)
  - Timers:
    - TimeTimer App (\$2.99)
    - 20 Types of Visual Timers:

# PADLET

## Resources for Educators and Families during School Closure Spanish

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

padlet

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA 6d

### RECURSOS EN ESPAÑOL PARA LAS FAMILIAS CON ESTUDIANTES CON AUTISMO

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA www.captain.ca.gov

#### Cómo Explicar COVID-19 a los Niños

Historias Sociales por Carol Gray:

Mi historia sobre Pandemias y el Coronavirus



Mi historia sobre Pandemias y el Coronavirus  
- Carol Gray

SOCIAL STORY BY CAROL GRAY PANDE...  
by CAPTAIN CA  
google drive

Historias Sociales por Carol

#### Información Básica Sobre El Trastorno Del Espectro Autista

Que es el autismo?



Español | Autism Speaks  
El autismo, o trastorno del espectro autis...  
autismspeaks

Aprenda los signos. Reaccione pronto.



#### Ayuda para las Familias

Información para las familias en Español:

1-888-772-9050



Autism Response Team (ART) | Autism ...  
The Autism Response Team (ART) is an i...  
autismspeaks

Tarjetas de Autismo

USC UCEDD

#### Estrategías de Enseñanza para las Familias

ADEPT: (Entrenamiento en Autismo para Padres Educación a la Distancia) Aprendizaje Interactivo Versión en Español



ADEPT Training | Center for Excellence i...  
Ciertas funciones en este programa fuer...  
ucdavis

# What are Evidence-Based Practices for Autism PowerPoint and Video Presentation For Families and Family Support Providers

On  
**CAPTAIN**  
Website

What Are Evidence  
Based Practices for  
Autism and Why Should  
We Use Them?

Brief Overview for Families and  
Family Support Providers



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



**\*PowerPoint in English and Spanish**



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





### Special Edition: Autism Tele ECHO

This series will equip school providers with tools, strategies and resources to coach families in the use of positive behavior supports.

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

#### Target Audience

- Educators
- School Providers  
SLP, OT, BCBA



- Recorded ECHO sessions will be added each week for viewing
- Session Topics:
  - Partnering with Parents through Distance coaching
  - Using visual schedules and an activity matrix to support home instruction
  - Strategies for structuring learning at home using visual supports
  - Helping parents use basic tools to understand behavior and teach new skills
  - Using self-regulation strategies to address anxiety and behavior concerns within the home
- Visit the MIND Institute YouTube channel for all recorded sessions  
<https://www.youtube.com/channel/UC429m3SOjCJNAS2-DTDA3RA>  
 or Visit the CAPTAIN YouTube channel:  
[https://www.youtube.com/playlist?list=PLdYnp2\\_boOzfo90gKht1S\\_Vb-QS7VdoW](https://www.youtube.com/playlist?list=PLdYnp2_boOzfo90gKht1S_Vb-QS7VdoW)



#### Content Focus:

Partnering with parents through distance coaching to support evidence based practices within the home setting



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**

<https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html>

**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](http://www.captain.ca.gov)

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

The SELPA Content Lead for Autism (Marin County SELPA and CAPTAIN) are pleased to provide a webinar that will provide an overview of some of the evidence-based practices (EBPs) and methods that educators can use when providing home based instruction to students with Autism Spectrum Disorder (ASD) and their families/ caregivers through distance education. This session will help educators access additional training, resources and support with implementing these EBPs during home instruction, including how to connect with members of the CAPTAIN Cadre and Leadership Team for additional guidance and support.

**May 11, 2020  
9:00 am - 10:30 am**

**CCEE**  
California Center for Education Excellence

**SELPA Content Lead  
EVIDENCE  
Based Practices  
Autism**

**CAPTAIN**  
California Autism Partnership Team

Find more [here](#) from Marin County SELPA Lead for Autism.

Find more [here](#) about CAPTAIN.

Click [here](#) for the registration link!

Access CDE COVID-19 resources [here](#).

Access CCEE COVID-19 resources [here](#).

**Ann England, M.A., CCC-SLP-L**  
Project Coordinator SELPA Content Lead-ASD • Marin County SELPA Co-Coordinator CAPTAIN

**Patty Schetter, M.A., BCBA**  
Coordinator of Education Initiatives UC Davis MIND Institute SELPA Content Lead - ASD Co-Coordinator CAPTAIN

# 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

**CAPTAIN** USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY **CAPTAIN**

1) List the student's goal areas along the top of the matrix.  
 2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.).  
 3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which IEP for ASD will be used.

DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Motor

# 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** 

1) List the student's goal areas along the top of the matrix.  
 2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)  
 3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used

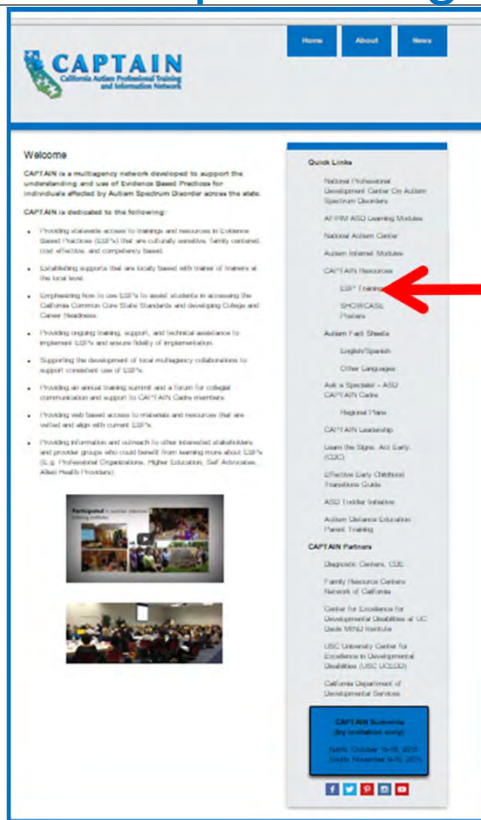
DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Fine Motor
<b>REVIEW DAILY SCHEDULE</b> 9:00 AM - 9:30 AM	Reading: Reads words on schedule  Math: Reads times on schedule	Responds to prompt: "Tell me what you want to do today."	Requests help using two-words "Help, please."	Builds order of daily schedule	Uses pincer grasp to put Velcro picture symbols on schedule
<b>READING</b> 9:30 AM - 10:00 AM	Reading: Read a story to student  Have student sequence three pictures related to the story	When offered two books and asked, "Which book?" will answer, "I want to read ____."	Takes turns turning the pages  Waits until his turn to turn the page	Returns the books to the bookshelf	Uses pincer grasp to open and close book and turn pages
<b>BATHROOM</b> 10:00 AM - 10:15 AM  <b>FREE CHOICE</b> 10:15 AM - 10:45 AM	Reading: Follows mini-task schedule for toileting/washing hands	When offered two free choice activities, "Want to take a walk or do iPad" will answer, "I want to ____."	Walk: Take a scavenger walk with sibling/parent and check off items on <u>list</u> .  iPad: Play a <u>two person</u> game with sibling/parent	<u>Independently completes</u> toileting and handwashing using mini-task schedule	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
<b>MATH</b> 10:45 AM - 11:30 AM	TouchMath: Lesson 7	When offered two lesson choices, "Want to do this lesson or this lesson he will answer, "I want to do ____."	Requests help using two-words "Help, please." Or by raising hand  Asks for more time saying, "Five more minutes, please"	Sets TimeTimer Quits when TimeTimer ends Shuts down program Checks schedule	Uses pincer grasp to set <u>TimeTimer</u>



# Activity Matrix is on CAPTAIN Website

## Spanish and English

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



**Click on  
CAPTAIN  
Resources**



**Discusses the importance of schedules and routines and the Activity Matrix**

## Article by SELPA Content Lead-ASD “Schedules and Routines: Why and How” The EDge Summer 2020 Edition Page 11

### Schedules and Routines: Why and How

Ann England, Project Coordinator, SELPA Content Lead-ASD, Marin County SELPA, Statewide System of Support Co-Coordinator, California Autism Professional Training And Information Network (CAPTAIN)

Structure and routine contribute to positive mental and physical health for children and adults alike. Because they make it possible for children to be secure in what is going to happen next, structure and routine give children comfort, reassurance, and a sense of security. Maintaining or establishing predictable routines also can help children better cope with the emotional challenges they may face when, for example, they find themselves not able to go to school, play with friends, or see classmates. So when schools close, structure and routine in the home become more important than ever.

Realistically, any structure will be broken at some point, and a routine disrupted. But when parents make things as predictable as possible—especially in the middle of uncertainty—children will be better able to adapt.

The following strategies can help families create and adapt schedules and routines to benefit their children:

- Inform your child (or children) as far ahead of time as possible of any new schedule or routine or of the need to



- Try to make your child's day familiar. One approach is to create a home schedule that follows the child's school schedule as much as possible. If your school-age child is engaged in distance learning, then use those scheduled class times as a starting point and build out from there. For example, have your child get dressed for the day, eat breakfast, brush his teeth, and do any typical before-school chores or activities, just as you would if schools were open.
- When following a school-like schedule, add breaks throughout the day that include indoor and/or outdoor physical activities. Schedule a nutritious lunch and an afternoon

for your child and/or family. After all, the point of creating a schedule is to reduce stress, not to increase it!

- Make sure everyone gets enough rest. Sleep is critical for physical and emotional health for adults and children alike. Even a perfect schedule will fail if everyone is exhausted. As well, be sure to maintain consistent bedtimes and wake-up times and routines.
- Schedule variety. Every single day does not need to be, and probably should not be, identical. Your child is probably used to having varied days at school that included special activities, such as art, music, physical education, library visits, media/computer lab time, assemblies, field trips, etc. Scheduling some variety is a way to make each day interesting and special—something to anticipate! At the same time, however, strive to keep the core infrastructure of the daily schedule consistent so that everyone will continue to have an overarching sense of stability.
- Post your family's daily schedule in a

[https://www.sipinclusion.org/wp-content/uploads/2020/09/TheEDge\\_summer\\_2020.pdf?04c86e&04c86e](https://www.sipinclusion.org/wp-content/uploads/2020/09/TheEDge_summer_2020.pdf?04c86e&04c86e)

# ENGLISH

# INFOGRAPHICS JUST FOR FAMILIES

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



CAPTAIN (California Autism Professional Training and Information Network) is a multi-agency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

### 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?

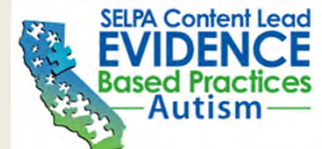
- Families are the experts on their own children and their participation in intervention planning is vital. However, identifying effective interventions can be challenging.
- Many people promoting interventions now use the phrase "evidence-based practice"—even when there is no scientifically sound research 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/press/5-7/>
  - **National Professional Development Center on Autism Spectrum Disorder:**  
<https://autismprc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>  
<https://autismprc.fpg.unc.edu/evidence-based-practices>
- Other Parent and Family Support Links:**
- CAPTAIN website: <http://www.captain.ca.gov/>
  - Learn the Signs, Act Early: <https://www.cdc.gov/ncbddd/actearly/index.html>  
<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
  - Autism Fact Sheets: <https://www.cdc.gov/ncbddd/autism/facts.html>  
<https://www.uscsedd.org/publication-resources/autism-pubs/autism-fact-sheets>
  - Autism Focused Intervention Resources & Modules (AFIRM): <https://afirm.fpg.unc.edu/afirm-modules>
  - Autism Distance Education Parent Training (ADEPT) Modules:  
<http://media.mindinstitute.org/education/ADEPT/ModuleMenu.html>



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





# ENGLISH

## Information for Family Support Personnel Identifying, Understanding, and Accessing Evidence-Based Practices (EBPs): Supporting Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



CAPTAIN (California Autism Professional Training and Information Network) is a multi-agency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

### Why is Family Participation So Important?

- Parent-professional collaboration, with active involvement of parents/caregivers, is not just an evidence-based practice in designing services for individuals with autism; it is also the law! (Section 300.300 of the Code of Federal Regulations)
- The family-centered model of service delivery acknowledges that interventions and supports for children with disabilities are most successful when the family's concerns, priorities, choices, and strengths are considered. (Peterson & Speer, 2000)

### 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 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 helps parents recognize evidence-based practices. This knowledge can increase families' capacity and confidence as partners with children's service providers.

### What Are Examples of Barriers Families May Face When Participating in Interventions and Service Decisions?

- ⌚ **Time:** Children with ASD are often involved with several different intervention activities that take tremendous amounts of the family's time and coordination of care.
- 💰 **Money:** Decisions regarding interventions may have financial implication, including things like co-pays, medications, special diets, etc.
- 🧠 **Emotional Stressors:** Parents may feel overwhelmed as they decide how to allocate their attention and energy across family and professional obligations.
- 🗣️ **Information and Confidence:** Parents may worry that they lack sufficient information about EBPs and may be more confident deferring to professionals to make treatment decisions.

### How Can Family Support Professionals Assist Families in Learning About and Requesting EBPs?

- Encourage families to identify and share their preferences and values in the decision-making process.
- Help families understand how to determine if a professional or organization has the capacity to provide EBPs.
- Encourage families to trust themselves and their feelings about providers and their practices.

### Where Can Families Go to Learn More About EBPs?

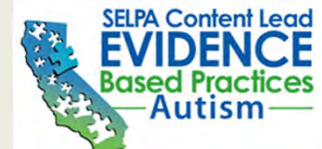
- **National Autism Center:** Provides information about EBPs and reliable resources for families and practitioners. Links to the National Standards Project report outlining Evidence Based Treatment for ASD (2009).  
<https://www.nationalautismcenter.org/>  
<https://www.nationalautismcenter.org/090605-2/>
- **National Professional Development Center on Autism Spectrum Disorder:** Provides free resources to families, teachers, professionals and technical assistance providers about EBPs.  
<https://autismpd-fog.uic.edu/national-professional-development-center-autism-spectrum-disorder>  
<https://autismpd-fog.uic.edu/evidence-based-practices>

#### Other Parent and Family Support Links:

- **CAPTAIN website:** Information about CAPTAIN, contact information for the CAPTAIN Cadre in each region and links to vetted resources. <http://www.captain.ca.gov/>
- **Learn the Signs Act Early:** Resources on early developmental milestones and monitoring. Free resources for families, providers and physicians including printables, apps, videos and online training modules.  
<https://www.cdc.gov/ncbddd/actearly/index.html>  
<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- **Autism Fact Sheets:** Free printable fact sheets about ASD in 14 different languages develop by the University of Southern California UCEDD. <https://www.cdc.gov/ncbddd/autism/facts.html>  
<https://www.uscuppdd.org/publications-resources/autism-pubs/autism-fact-sheets>
- **Autism Focused Intervention Resources & Modules (AFIRM):** Free online learning modules for the 27 EBPs identified by the NPOC ASD. <https://afirm.fog.uic.edu/afirm-modules>
- **Autism Distance Education Parent Training (ADEPT) Modules:** Free interactive, self-paced learning modules on skills teaching an positive behavior supports developed by the CEDD at the UC Davis MIND Institute.  
<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>  
[https://health.ucdavis.edu/mindinstitute/centers/cedd/cedd\\_adept.html](https://health.ucdavis.edu/mindinstitute/centers/cedd/cedd_adept.html)



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





# SPANISH

# INFOGRAPHICS JUST FOR FAMILIES

## Información en Prácticas Basadas en la Evidencia para Familias de Niños con Trastorno del Espectro del Autismo (TEA) y Otras Discapacidades del Desarrollo



CAPTAIN (Red de Entrenamiento e Información para Profesionales en Autismo en California) es una red de agencias (Escuelas, Centros Regionales y Centros de Recursos para la Familia) desarrollada para apoyar el entendimiento y uso de las prácticas basadas en evidencia para personas con Trastorno del Espectro del Autismo en todo el estado.

### ¿Que son las Prácticas 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 rigurosos, sistemáticos y objetivos para proporcionar intervenciones y actividades confiables.

### ¿Como Entender Si las Prácticas Basadas en Evidencia Beneficia a 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 respalde. Esto hace extremadamente difícil saber cuales intervenciones tienen estudios mostrando que son efectivas y cuales no.

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

### ¿En Donde Encuentro Información sobre las Prácticas Basadas en Evidencia?

- **National Autism Center:**  
<https://www.nationalautismcenter.org/>  
<https://www.nationalautismcenter.org/spanish/>
- **National Professional Development Center on Autism Spectrum Disorder:**  
<https://autismcdc.fog.unc.edu/national-professional-development-center-autism-spectrum-disorder/>  
<https://autismcdc.fog.unc.edu/evidence-based-practices/>

#### Otros Enlaces de Apoyo para Padres Y Familia:

- **CAPTAIN website:** <http://www.captain.ca.gov/>
- **Aprenda los Signos. Reaccione Pronto:**  
<https://www.cdc.gov/ncbddd/spanish/actearly/index.html>  
<https://www.cdc.gov/ncbddd/spanish/childdevelopment/screening.html>
- **Hojas de Datos de Autismo:**  
<https://www.cdc.gov/ncbddd/spanish/autism/facts.html>  
<https://www.uscuedd.org/publications-resources/autism-pubs/autism-fact-sheets>
- **Autism Focused Intervention Resources & Modules (AFIRM):** <https://afirm.fog.unc.edu/afirm-modules>
- **Módulos (ADEPT) Entrenamiento en Autismo para Padres Educación a la Distancia**  
<https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html>



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



# SPANISH

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



CAPTAIN (Red de Entrenamiento e Información para Profesionales en Autismo en California) es una red de agencias (Escuelas, Centros Regionales y Centros de Recursos para la Familia) desarrollada para apoyar el entendimiento y uso de las practicas basadas en evidencia para personas con Trastorno del Espectro del Autismo en todo el estado.

### ¿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 practica basada en la evidencia al designar los servicios para las personas con autismo; ¡también es la ley! (Sección 300.300 Código Federal de Procedimientos)
- El modelo de proporcionar servicios centrado en la familia reconoce que las intervenciones y apoyos para niños con discapacidades son mas exitosas cuando se toman en cuenta las preocupaciones, prioridades, decisiones y fortalezas de la familia. (Peterson y Speer, 2000)

### ¿Cómo Entender las Practicas Basadas en Evidencia Beneficia a 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 "practica basada en evidencia" aun cuando no hay investigación científica que lo respalde. Esto hace extremadamente difícil saber cuales intervenciones tienen estudios mostrando que son efectivas y cuales no.
- Proporcionar información, apoyo y recursos ayuda a los padres a reconocer las practicas basadas en evidencia. Este conocimiento aumenta la capacidad y confianza de las familias como colaboradores con los proveedores de servicios de los niños.

### ¿Cuales son Ejemplos de Barreras que las Familias Pudieran Enfrentar Cuando Participan en Decidir las Intervenciones y Servicios?

- Tiempo:** Niños con TEA a menudo participan en diferentes actividades de intervención que toman tremendas cantidades del tiempo de la familia y la coordinación del cuidado.
- Dinero:** Decidir en intervenciones pudiera tener repercusión financiera, incluyendo cosas como copagos, medicamentos, dietas especiales, etc.
- Estresores Emocionales:** Los padres pudieran sentirse saturados al decidir como distribuir su atención y energía entre la familia y las obligaciones profesionales.
- Información y Confianza:** Los padres pudieran preocuparse de la falta de suficiente información sobre las practicas basadas en evidencia y pudieran confiar mas en permitir a los profesionales tomar las decisiones del tratamiento.



### ¿Como los Profesionales Apoyando a las Familias Pueden Ayudarlas a Aprender Sobre EBPs y Pedirlas?

- Anime a las familias a identificar y compartir sus preferencias y valores en el proceso de la toma de decisiones.
- Ayude a las familias a entender como determinar si un profesional u organización tiene la capacidad de proveer EBPs.
- Anime a las familias a confiar en ellos y en sus sentimientos sobre los proveedores y las practicas.

### Donde Pueden Ir las Familias para Aprender Más Sobre EBPs

**National Autism Center:** Provee Información sobre practicas basadas en evidencia y recursos confiables para familias y médicos. Enlaces a National Standards Project report outlining Evidence Based Treatment for ASD: (2009).

<https://www.nationalautismcenter.org/>  
<https://www.nationalautismcenter.org/090605-2/>

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

<https://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>  
<https://autismpdc.fpg.unc.edu/evidence-based-practices>

#### Otros Enlaces de Apoyo para Padres y Familia:

- CAPTAIN website:** Información sobre CAPTAIN, información para comunicarse con el representante de CAPTAIN en cada región y enlaces a recursos investigados. <http://www.captain.ca.gov/>
- Learn the Signs Act Early:** Recursos de los indicadores del Desarrollo temprano y monitoreo. Recursos gratuitos para familias, proveedores y médicos incluyendo documentos, apps, videos y modules de entrenamiento en línea.

<https://www.cdc.gov/ncbddd/spanish/actearly/index.html>

<https://www.cdc.gov/ncbddd/spanish/childdevelopment/screening.html>

- Hojas de Datos de Autismo:** Imprima gratuitamente hojas de datos sobre TEA en 14 diferentes lenguajes, desarrolladas por University of Southern California UCEDD.

<https://www.cdc.gov/ncbddd/spanish/autism/facts.html>  
<https://www.uscucedd.org/publications-resources/autism-pubs/autism-fact-sheets>

**Autism Focused Intervention Resources & Modules (AFIRM):** Módulos gratuitos de aprendizaje sobre las 27 practicas basadas en evidencia identificadas por NPDC-ASD. <https://afirm.fpg.unc.edu/afirm-modules>

**(ADEPT) Entrenamiento en Autismo para Padres Educación a la Distancia:** Módulos de aprendizaje con lecciones interactivas, a su propio ritmo, para enseñar habilidades y apoyos de conducta positiva desarrollado por el CEDD UC Davis MIND Institute.

<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>



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





# Autism Facts About ASD in *Many* Languages

## www.captain.ca.gov

### 自閉症系列障礙 說明

#### 甚麼是自閉症系列 (Autism Spectrum Disorders, ASD) 障礙?

自閉症系列障礙 (ASD) 是因腦部有問題而形成一系列發展上的障礙。學者仍不知道甚麼原因導致腦部有問題。ASD 影響每個人身心功能各有不同，從輕微到嚴重。ASD 患者看上去跟其他人並無異樣，但在溝通、主動行為及學習上卻異於常人。ASD 病人在思考和學習能力上彼此也不同，有些很有天賦，有些很低能。自閉症是 ASD 中最常見的障礙，其他還包括“全面性發展上障礙 - 未能分類的” - pervasive developmental disorder-not otherwise specified (PDD-NOS) 及阿斯伯格綜合症 (Asperger Syndrome)。

#### ASD 有甚麼徵狀?

ASD 患者在社交、情緒及溝通都有困難，會重複某種行為及不願改變日常的活動方式。很多 ASD 患者有不同的學習方式。注意力及對事物的反應。ASD 病徵可能在童年時期出現，並持續一生。

ASD 病人 (兒童或成人) 可能有下列徵狀:

### Rối loạn Phổ Tự kỷ MIÊU TẢ THỰC TẾ

#### Bệnh rối loạn phổ tự kỷ là gì?

Rối loạn phổ tự kỷ (ASD) là loại khuyết tật về phát triển do có vấn đề với não bộ. Đến nay, các nhà khoa học chưa biết chính xác nguyên nhân của bệnh. ASD có thể ảnh hưởng đến chức năng của một người với mức độ khác nhau, từ nhẹ đến nặng. Thông thường khó mà phân biệt được người bị rối loạn phổ tự kỷ với những người bình thường khác, nhưng qua các cách giao tiếp, tương tác với nhau, đối xử và tiếp thu kiến thức mà chúng ta biết được sự khác biệt của họ. Các khả năng tu duy và tiếp thu kiến thức của của người bị rối loạn phổ tự kỷ là có thể khác nhau - từ có năng khiếu cao cho đến bị thách thức nghiêm trọng. Bệnh tự kỷ thường được biết đến là loại rối loạn phổ tự kỷ phổ biến nhất, nhưng có những loại khác nữa, bao gồm “rối loạn phát triển lan tỏa - không khác với tự kỷ”.



### Hoja informativa sobre los trastornos del espectro autista (TEA)

#### ¿Qué son los trastornos del espectro autista?

Los trastornos del espectro autista (TEA) son un grupo de discapacidades del desarrollo provocados por un problema en el cerebro. Los científicos aún no conocen con exactitud las causas de este problema. Los TEA pueden afectar el funcionamiento de las personas a diferentes niveles, de manera muy leve a grave. Por lo general no se puede notar diferencia alguna en el aspecto de una persona con TEA, pero es probable que tenga maneras diferentes de comunicarse, interactuar, comportarse y aprender. Las aptitudes mentales y la capacidad de aprendizaje de las personas con TEA pueden variar, encontrándose desde personas talentosas hasta personas con problemas muy serios. El trastorno autístico es el tipo de TEA más conocido, aunque también existen otros, como el trastorno generalizado del desarrollo, no especificado de otra manera (PDD - NOS, por sus siglas en inglés) y el síndrome de Asperger.

#### ¿Cuáles son algunos de los signos de los TEA?

Es probable que los que sufren de TEA tengan problemas sociales, emocionales y de comunicación. También es probable que repitan conductas y no quieran cambiar sus actividades diarias. Muchas personas con TEA también tienen diferentes maneras de

### اضطرابات طيف التوحد وقائع

#### ما هي اضطرابات طيف التوحد؟

إن اضطرابات طيف التوحد (أي إس دي إس) هي مجموعة من العلامات الخلطية الناجمة عن وجود مشكلة في الدماغ. إن العلماء لا يعرفون بالضبط حتى الآن ما الذي يسبب هذه المشكلة. يمكن أن تؤثر اضطرابات طيف التوحد على فاعلية الأشخاص على مستويات مختلفة من المستويات الأقل خطورة إلى الأكثر خطورة. لا يوجد عادة أي شيء في مظهر الأشخاص المصابين بمرض التوحد مما يجعلهم يختلفون عن غيرهم من الأشخاص ولكن يمكنهم أن يتواصلوا ويتفاعلوا ويتعلموا بطرق مختلفة عن معظم الناس. يمكن أن تتنوع طريقة التفكير وقدرات التعلم لدى المتوحدين من الموهبة إلى التحدي اللغوي. إن اضطرابات التوحد هو النوع الأكثر شيوعاً والمعروف باضطرابات طيف التوحد بما في ذلك "نقص القوسى للتنمية" وعوارض سوس اسبرجر.

# ADEPT

Autism Distance Education Parent Training



## ENGLISH AND SPANISH

Module 1: Strategies for Teaching Functional Skills ▾

Module 2: Positive Behavior Strategies for Your Child with Autism



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





# Visit the CDC Website

<https://www.cdc.gov/ncbddd/actearly/concerned.html>


[A-Z Index](#)
 Search


## Learn the Signs. Act Early.

[Learn the Signs Home](#)

[Learn the Signs Home](#)
[Milestones](#)

[Milestone Tracker App](#)
[Milestones in Action: Photos & Videos](#)

[If You're Concerned](#)

[Why Act Early?](#)
[What to Say](#)
[While You Wait](#)

## Concerned About Your Child's Development?

[Español \(Spanish\)](#)

### Talk to Your Child's Doctor

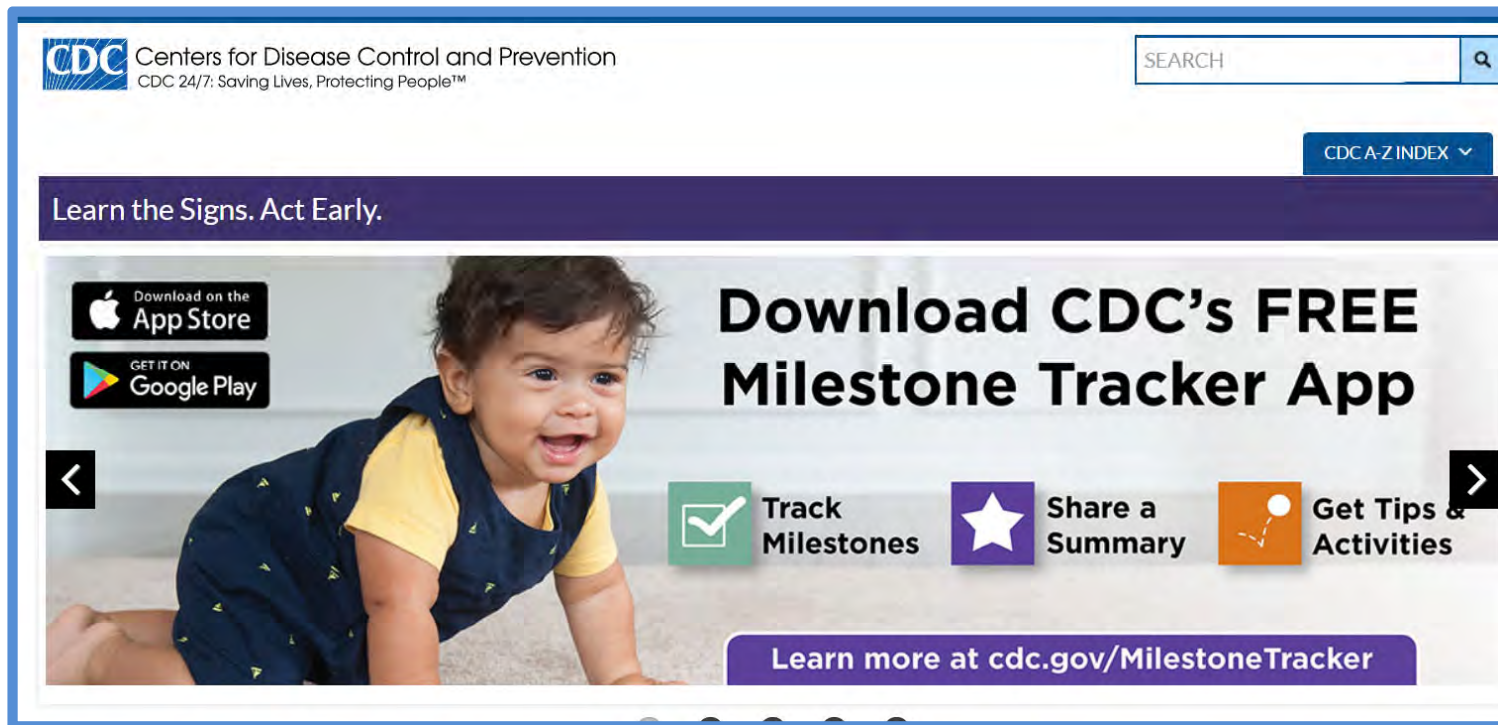
As a parent, you know your child best. If your child is not meeting the milestones for his or her age, or if you think there could be a problem with the way your child plays, learns, speaks, acts, and moves talk to your child's doctor and share your concerns. Don't wait. Acting early can make a real difference!

### Complete a Milestone Checklist for Your Child's Age

### Concerned About Development?



# Learn the Signs. Act Early



<https://www.cdc.gov/ncbddd/actearly/index.html>

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

**(Go to CAPTAIN website and click on Learn the Signs Act Early)**

for how he or she plays. Learn what to look for in your child and 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.

*If you have concerns about your child's development contact your child's doctor and/or contact your local Family Resource Center or school district Special Education Local Plan Area (SELPA):*

— Napa / Solano / Sonoma Counties —

**North Bay Regional Center**

**Napa & Solano Counties** Sonoma County  
640 Avenue B, Napa 94558 2351 Mendocino Avenue,  
707-256-1100 • [nbbc.net](http://nbbc.net) Santa Rosa 95403  
707-569-2000 • [nbbc.net](http://nbbc.net)

**Early Start Warmline for Sonoma County**

311 Professional Center Dr, Rohnert Park  
707-255-5113 • [earlystartinstitute.com](http://earlystartinstitute.com)

**Parents Can**

1900 Jefferson Street, Napa  
[parentscan.org](http://parentscan.org) • [parentsiparentscan.org](http://parentsiparentscan.org)

**Matrix Parent Network - Fairfield Office**

1635 W. Texas Street, #4, Fairfield  
707-423-2545  
[matrixparents.org](http://matrixparents.org) • [info@matrixparents.org](mailto:info@matrixparents.org)



Centers for Disease  
Control and Prevention  
[www.cdc.gov/ncbddd/earlychildhood](http://www.cdc.gov/ncbddd/earlychildhood)  
(800) 232-4670



5100 Broadway Center Drive, Fairfield  
707-399-4460 • [solanacountyseelpa.net](http://solanacountyseelpa.net)

**Sonoma County SELPA**

5340 Serrano Boulevard  
707-524-2750 • [sonomaseelpa.org](http://sonomaseelpa.org)

**Vallejo City SELPA**

665 Walnut Avenue, Vallejo  
707-556-8921 • [vcsd-ca.schoolloop.com/sped](http://vcsd-ca.schoolloop.com/sped)

— Marin / San Francisco / San Mateo Counties —

**Golden Gate Regional Center**

3130 La Sola Street, San Mateo • Attention: Intake Unit  
650-574-9232  
[ggrc.org](http://ggrc.org) • [intake@ggrc.org](mailto:intake@ggrc.org)

**Support for Families of Children with Disabilities**

1663 Mission Street, 7th Floor, San Francisco  
415-282-7494  
[supportforfamilies.org](http://supportforfamilies.org) • [info@supportforfamilies.org](mailto:info@supportforfamilies.org)

**Family Resource Center at Community Gatepath -  
Niall P. McCarthy Center for Children & Families**

1764 Marco Polo Way, Burlingame  
650-259-8544 • [gatepath.org](http://gatepath.org) • [helpmychild@gatepath.com](mailto:helpmychild@gatepath.com)

**Matrix Parent Network + Resource Center**

94 Gail Drive, Suite C, Novato 800-578-2992  
[matrixparents.org](http://matrixparents.org) • [info@matrixparents.org](mailto:info@matrixparents.org)

**San Francisco Unified SELPA**

3045 Serrano St., San Francisco, 94116  
415-379-7636 • [sfund.edu](http://sfund.edu)

**Marin County SELPA**

1111 Los Gatos Avenue, San Rafael, CA  
415-499-5850 • [mainselpa.org](http://mainselpa.org)

**San Mateo County SELPA**

101 Twin Dolphin Dr., Redwood City  
650-802-5464  
[smcsc.org/parents-and-students/seelpa/](http://smcsc.org/parents-and-students/seelpa/)

## Milestones

*For parents of children from birth to 4 years,*

# On CAPTAIN WEBSITE



**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*



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



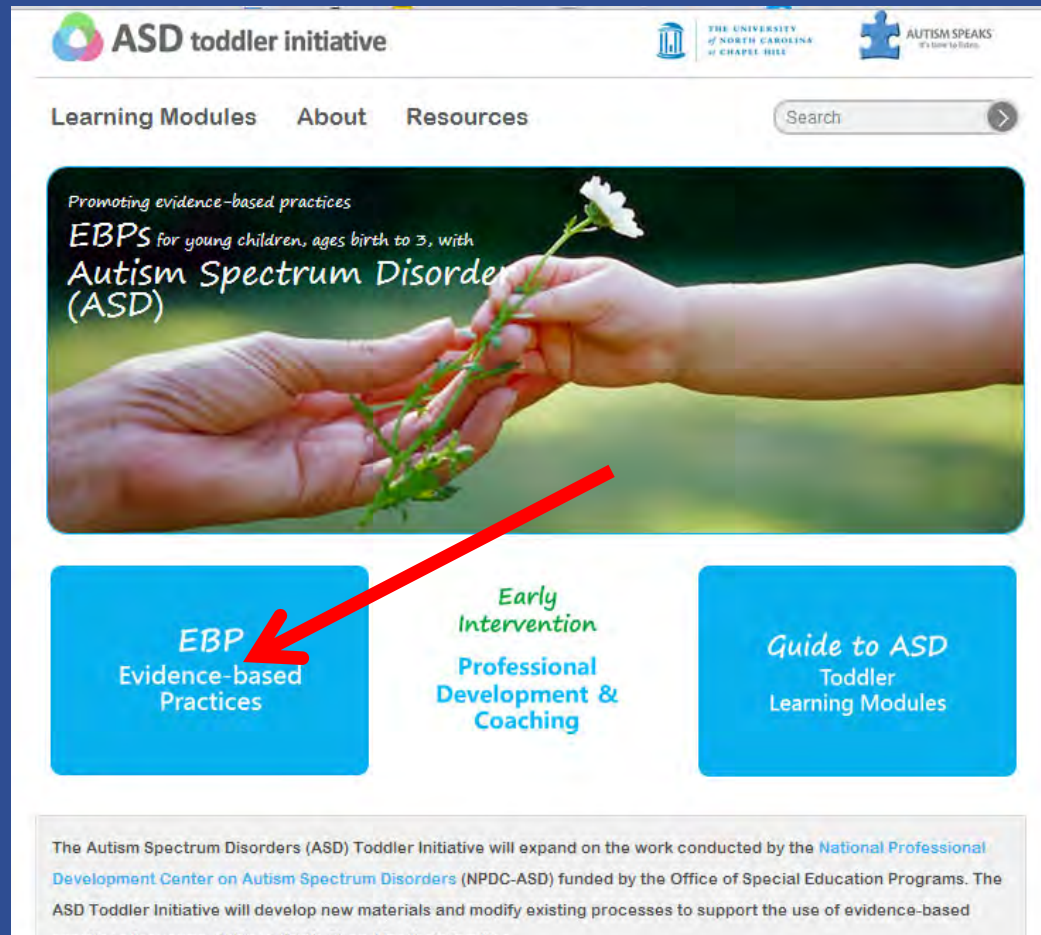




# SELF LEARNING MODULES FOR TODDLERS!

## NPDC-ASD Early Start Website

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



## Helpful Videos for Families

[www.helpisinyourhands.org](http://www.helpisinyourhands.org)



**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



[csesa.fpg.unc.edu](http://csesa.fpg.unc.edu)

**CSESA**  
The Center on Secondary Education for Students with Autism Spectrum Disorders

ABOUT THE CENTER | RESEARCH | RESOURCES | MATERIALS

**700+** students and families participated in CSESA research activities

**60** schools currently involved in the CSESA study

**20+** resources available for educators, families, and students

**The Center on Secondary Education for Students with Autism Spectrum Disorders**

The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a research and development project funded by the U.S. Department of Education that focuses on developing, adapting, and studying a comprehensive school and community-based education program for high school students on the autism spectrum.

[LEARN MORE >](#)

**Recent Research Activities**

- Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives**  
A poster presentation from the 49th Annual Rehabilitation Conference in San Diego, CA.  
[Download: 12\\_CSESA\\_2019\\_10\\_2019.pdf](#)
- Quality of High School Programs for Students with ASD in the United States**  
A poster presentation from the 49th Annual Rehabilitation Conference in San Diego, CA.  
[Download: 12\\_CSESA\\_2019\\_10\\_2019.pdf](#)
- Transitioning Together: A Family-Centered Transition Intervention for High School Students with ASD**  
An oral presentation from the 2019 2019 conference in Orlando, FL.  
[Download: 12\\_CSESA\\_Transitioning\\_Together\\_2019.pdf](#)

[MORE >](#)

**Key Resources**

- Understanding Autism Professional Development Curriculum**  
This presentation is part of a professional development series created specifically for educators in middle and high schools serving students on the autism spectrum.  
[Download: 12\\_Understanding\\_Autism\\_Professional\\_Development\\_Curriculum.pdf](#)
- Autism at-a-Glance: Supporting Functional Communication in High School**  
This Autism at-a-Glance was developed to support high school staff and family members in understanding and addressing the communication needs of adolescents on the autism spectrum.  
[Download: 12\\_Supporting\\_Functional\\_Communication\\_in\\_High\\_School.pdf](#)
- Secondary School Success Checklist**  
The Secondary School Success Checklist (SSSC) is an evaluation of student skills in 10 categories and tailored (measures) social communication and academic skills completed by staff, families, and students.  
[Download: 12\\_Secondary\\_School\\_Success\\_Checklist\\_2013.pdf](#)

[MORE >](#)

[www.captain.ca.gov](http://www.captain.ca.gov)  
<http://csesa.fpg.unc.edu>


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[RESEARCHERS](#)

## 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:** [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:** [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:** [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:** [Supporting Communication in High School.pdf](#)





CSESA  
The Center on Secondary Education for  
Students with Autism Spectrum Disorders

CSESA  
LIVE




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ABOUT THE CENTERFAMILIESPROFESSIONALSRESEARCHERS

## Autism at-a-Glance: Anxiety in Adolescents with ASD

Hedges, S., White, T., & Smith, L. (2015, February). Anxiety in adolescents with ASD (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.

**Download:**  
 [Anxiety in Adolescents with ASD.pdf](#)

**The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA) is a multi-site research and development center.**

CSESA is supported by the National Center for Special Education Research and the Institute of Education Sciences, U.S. Department of Education through Grant R324C120006 awarded to the University of North Carolina at Chapel Hill. The content on this site does not represent views of the Institute or the U.S. Department of Education.

1. Go to CAPTAIN website: [www.captain.ca.gov](http://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 having difficulty with the video links embedded as part of the presentation, link to the 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:

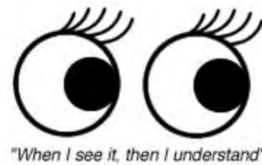
### Strategies for Classroom Success and Effective Use of Teacher Supports



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

# 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=doDjlff1ffM>
- <https://www.youtube.com/watch?v=nGufwa9m7Tc>
- Also on CAPTAIN Padlet:  
[www.captain.ca.gov](http://www.captain.ca.gov)



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

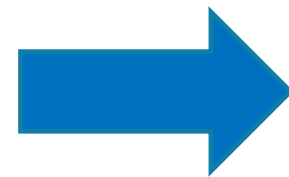




## Visual and Physical Boundaries and Structure

---

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

Name \_\_\_\_\_ Week: \_\_\_\_\_

Fill in your assignments below. Check them off as they are completed.

### Math



Mon. \_\_\_\_\_ ☐

Tues. \_\_\_\_\_ ☐

Wed. \_\_\_\_\_ ☐

Thurs. \_\_\_\_\_ ☐

Fri. \_\_\_\_\_ ☐

### Reading



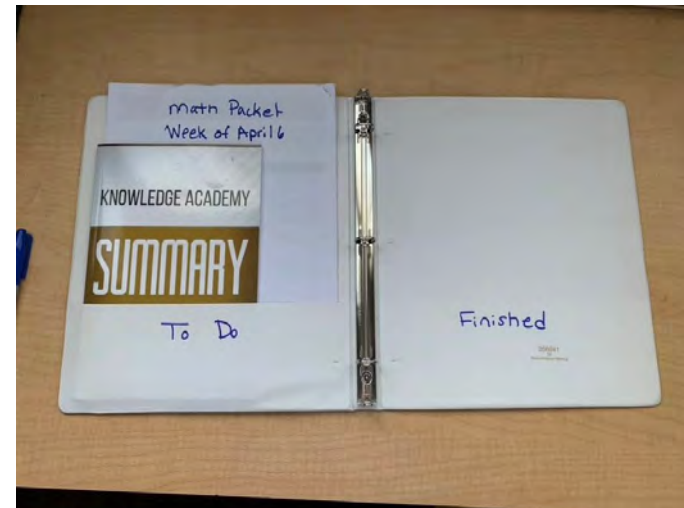
Mon. \_\_\_\_\_ ☐

Tues. \_\_\_\_\_ ☐

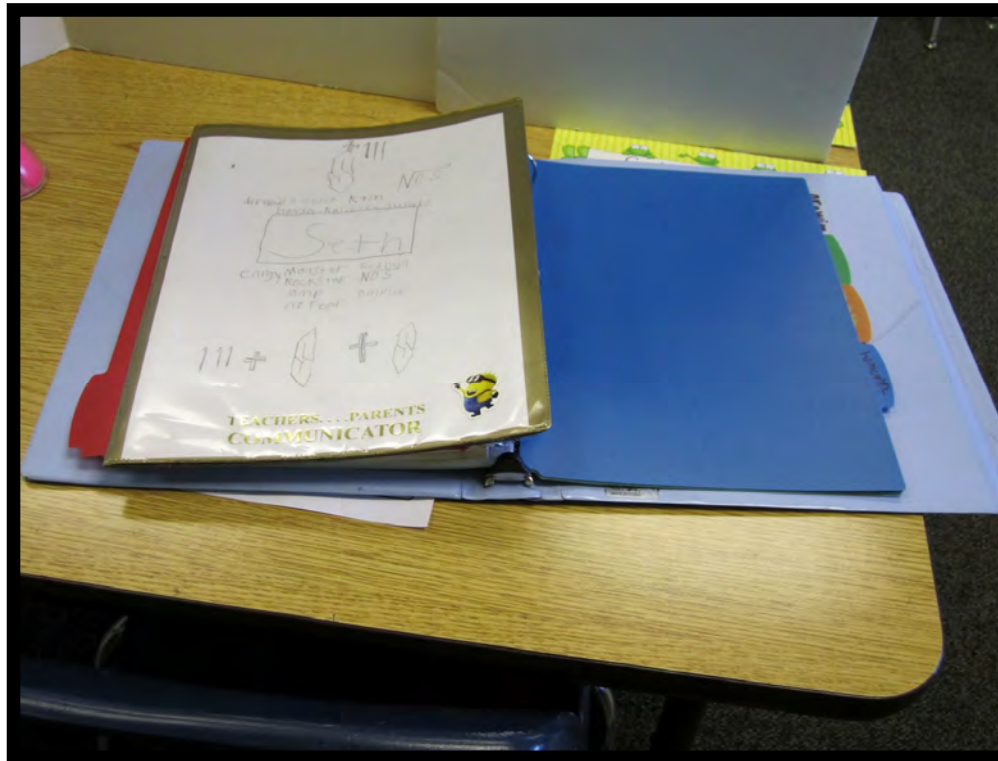
Wed. \_\_\_\_\_ ☐

Thurs. \_\_\_\_\_ ☐

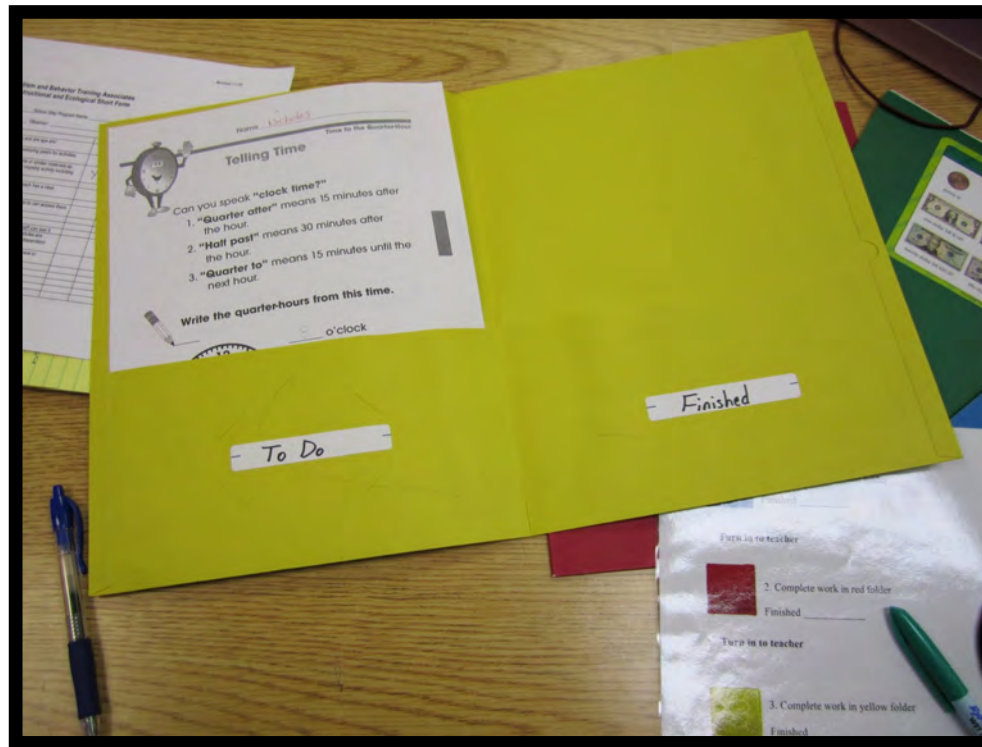
Fri. \_\_\_\_\_ ☐



## 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=PLQnwECjj19Traqm\\_hPBOZEJ3MKMI\\_2fGYI](https://www.youtube.com/playlist?list=PLQnwECjj19Traqm_hPBOZEJ3MKMI_2fGYI)




PLAY ALL


#### MIND TIP Videos


13 videos • 521 views • Last updated on Oct 24, 2019









UC Davis MIND Institute

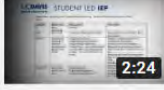
SUBSCRIBE


- 

**MIND Tip #1: Teaching Wait**  
UC Davis MIND Institute  
5:55
- 

**MIND Tip #2: Exercise**  
UC Davis MIND Institute  
3:24
- 

**MIND Tip #3: Social Narrative**  
UC Davis MIND Institute  
2:07
- 

**MIND Tip #4: Homework Help**  
UC Davis MIND Institute  
1:34
- 

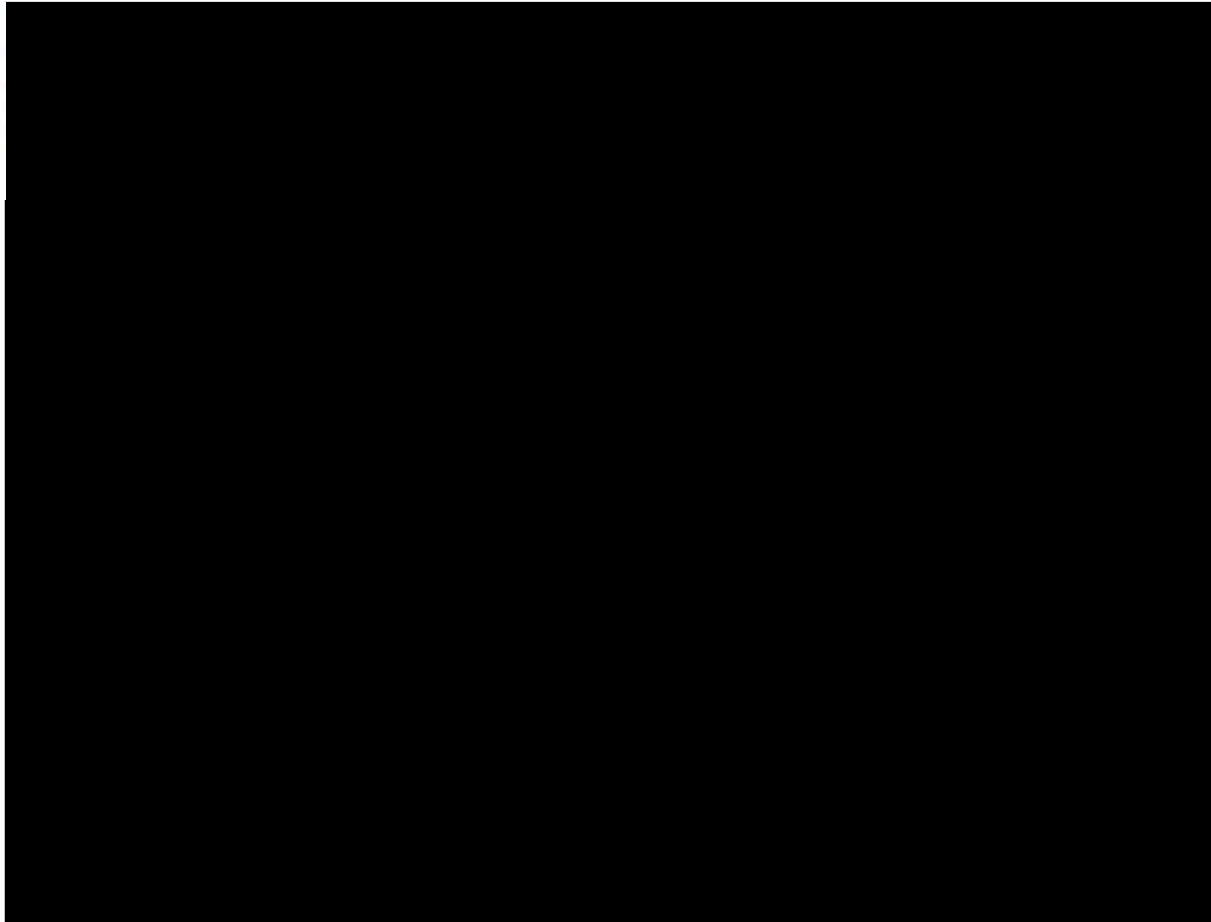
**MIND Tip #5: Student Led IEP**  
UC Davis MIND Institute  
2:24
- 

**MIND Tip #6: Caregiver Bill of Rights**  
UC Davis MIND Institute  
1:21



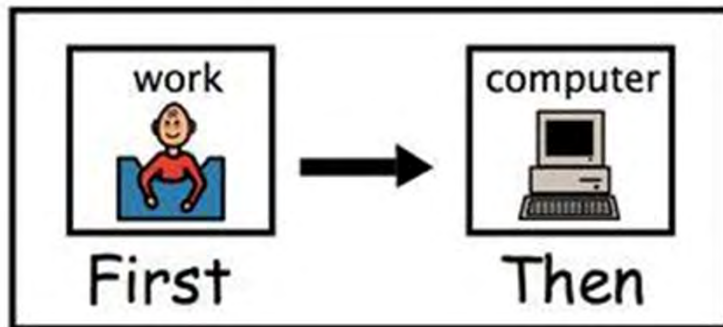
# QUICK TIP VIDEOS





# First - Then Visual Schedule System

---







# Consider Types of Schedules:

Most Concrete to the Most Abstract



**REAL  
OBJECT**



**PHOTOGRAPH**



**COLOR  
ICONS**



**BLACK & WHITE  
ICONS**

basketball

**WRITTEN  
WORD**

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



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



## CHANGE ALERT!!!

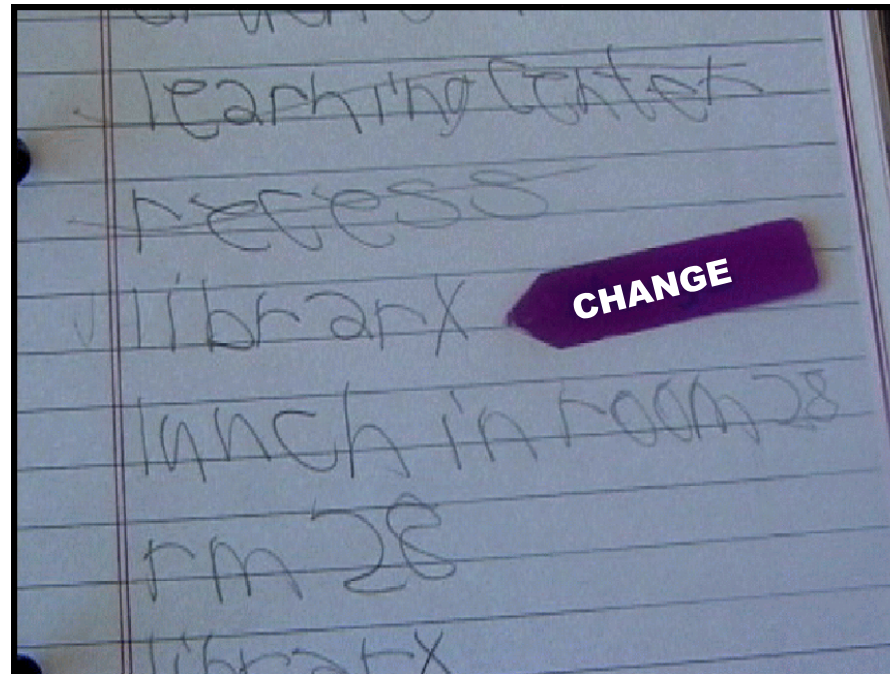
INSTEAD OF



WE WILL



## **CHANGE Tab** (Post-it® Arrow Flags)



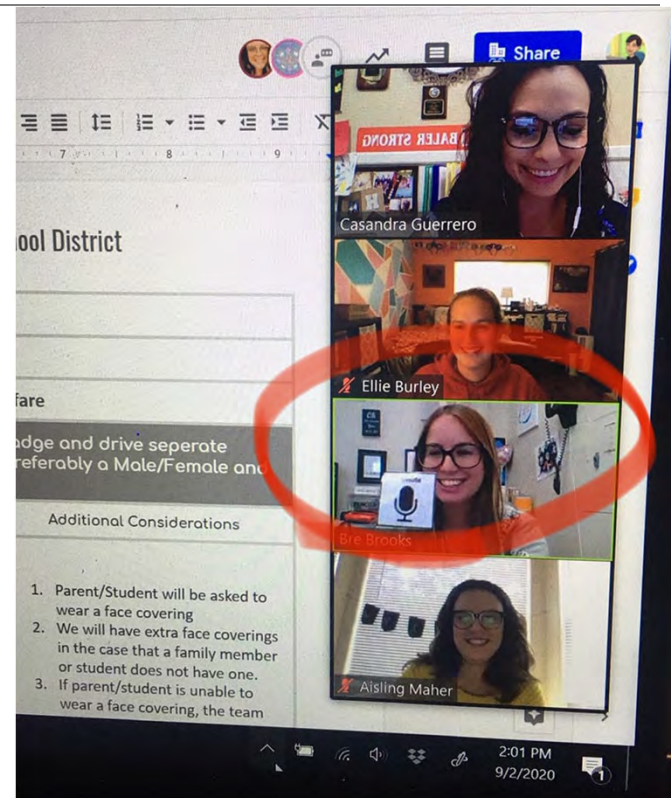


# Using Visual Supports in the Virtual Classroom

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](http://www.autismspeaks.org)**

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

#### Visual Supports and Autism Spectrum Disorders

##### Introduction

**What are visual supports?** A visual support refers to using a picture or other visual item to communicate with a child who has difficulty understanding or using language. Visual supports can be photographs, drawings, objects, written words, or lists. Research has shown that visual supports work well as a way to communicate.

Visual supports are used with children who have autism spectrum disorders (ASD) for two main purposes. They help parents communicate better with their child, and they help their child communicate better with others.

This brochure introduces parents, caregivers, and professionals to visual supports and provides instruction on how to use them effectively. Visual supports can be used with persons of any age, although this brochure refers to children. Also, visual supports can be used by caregivers other than parents.

**Why are visual supports important?** The main features of ASD are challenges in interacting socially, using language, and having limited interests or repetitive behaviors. Visual supports help in all three areas.

First, children with ASD may not understand social cues as they interact with others in daily activities. They may not grasp social

expectations, like how to start a conversation, how to respond when others make social approaches, or how to change behavior based on unspoken social rules. Visual supports can help teach social skills and help children with ASD use them on their own in social situations.

Second, children with ASD often find it difficult to understand and follow spoken instructions. They may not be able to express well what they want or need. Visuals can help parents communicate what they expect. This decreases frustration and may help decrease problem behaviors that result from difficulty communicating. Visuals can promote appropriate, positive ways to communicate.

Finally, some children with ASD are anxious or act out when their routines change or they are in unfamiliar situations. Visuals can help them understand what to expect and will happen next and also reduce anxiety. Visuals can help them pay attention to important details and help them cope with change.

*Continued on next page*



## Helpful Resources from TEACCH



<https://teacch.com/resources/teacch-tips>



# QUICK VIDEO TIPS and STRATEGIES

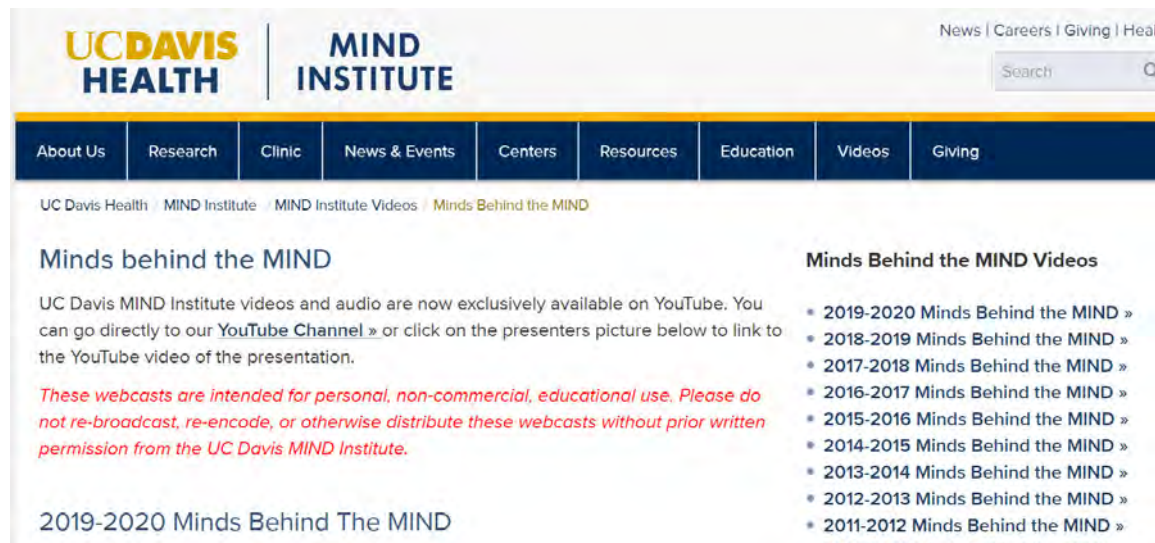
## Minds Behind the MIND

On the CAPTAIN Padlet and

[https://www.youtube.com/playlist?list=PLQnwECjj19Traqm\\_hPBOZEJ3MKMI\\_2fGYI](https://www.youtube.com/playlist?list=PLQnwECjj19Traqm_hPBOZEJ3MKMI_2fGYI)

1 ½ hour lecture on Visual Supports

1 ½ hour lecture on Video Modeling



The screenshot shows the UC Davis Health MIND Institute website. The header includes the UC Davis Health and MIND Institute logos, a search bar, and navigation links for News, Careers, Giving, and Health. A dark blue navigation bar contains links for About Us, Research, Clinic, News & Events, Centers, Resources, Education, Videos, and Giving. Below this, a breadcrumb trail reads: UC Davis Health > MIND Institute > MIND Institute Videos > Minds Behind the MIND.

### Minds behind the MIND

UC Davis MIND Institute videos and audio are now exclusively available on YouTube. You can go directly to our [YouTube Channel](#) » or click on the presenters picture below to link to the YouTube video of the presentation.

*These webcasts are intended for personal, non-commercial, educational use. Please do not re-broadcast, re-encode, or otherwise distribute these webcasts without prior written permission from the UC Davis MIND Institute.*

#### 2019-2020 Minds Behind The MIND

#### Minds Behind the MIND Videos

- [2019-2020 Minds Behind the MIND »](#)
- [2018-2019 Minds Behind the MIND »](#)
- [2017-2018 Minds Behind the MIND »](#)
- [2016-2017 Minds Behind the MIND »](#)
- [2015-2016 Minds Behind the MIND »](#)
- [2014-2015 Minds Behind the MIND »](#)
- [2013-2014 Minds Behind the MIND »](#)
- [2012-2013 Minds Behind the MIND »](#)
- [2011-2012 Minds Behind the MIND »](#)



# 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:

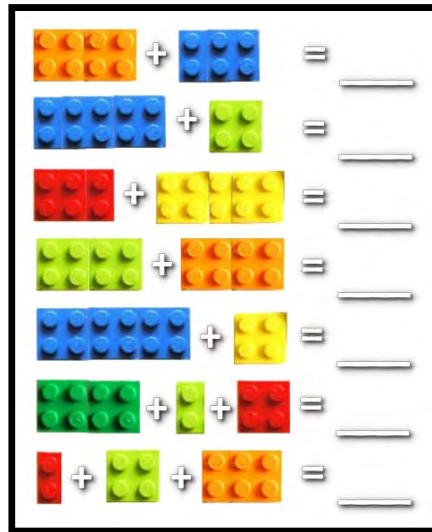


Website: 20 Visual  
Timers for Children with  
Special Needs

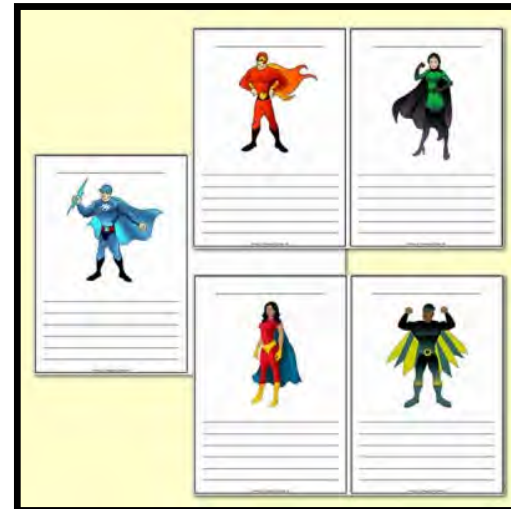
<https://www.friendshipcircle.org/blog/2012/11/06/20-visual-timers-for-children-with-special-needs/>



## Use Learner Preferences Within Activities



Lego Math



Super Hero Writing



**Choices....Choices....**



# Visual Rules and Expectations



# Choice Boards

## ART HISTORY

<p><b>Verbal/Linguistic (Word Smart)</b></p> <p>Choose an Artist. Write a presentation on the life of this artist. Option: Present your presentation to the class.</p>	<p><b>Logical/Mathematical (Math Smart)</b></p> <p>Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop. Option: Create a String Art Project</p>	<p><b>Intrapersonal (Self Smart)</b></p> <p>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.</p>
<p><b>Interpersonal (People Smart)</b></p> <p>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.</p>	<p><b>Active/Inspire Presentation (Computer Smart)</b></p> <p>Create an art history flipchart using Actvinspire. 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.</p>	<p><b>Musical/Rhythmic (Music Smart)</b></p> <p>Write a song, chant or rap about an artist or art period. Option: Present the song, chat or rap to the class.</p>
<p><b>Visual/Spatial (Art &amp; Space Smart)</b></p> <p>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.</p>	<p><b>Bodily/Kinesthetic (Body Smart)</b></p> <p>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.</p>	<p><b>Naturalist (Nature Smart)</b></p> <p>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.</p>







## Autism Focused Intervention Resources & Modules

Login | Sign Up

AFIRM Modules

COVID-19 Toolkit

Earn CE Credits

Selecting EBPs



### Supporting Online Learning Toolkit

Free toolkit for families full of strategies and resources to support their child's learning in an online environment.



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

<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



Autism Focused Intervention  
Resources & Modules

AFIRM Modules

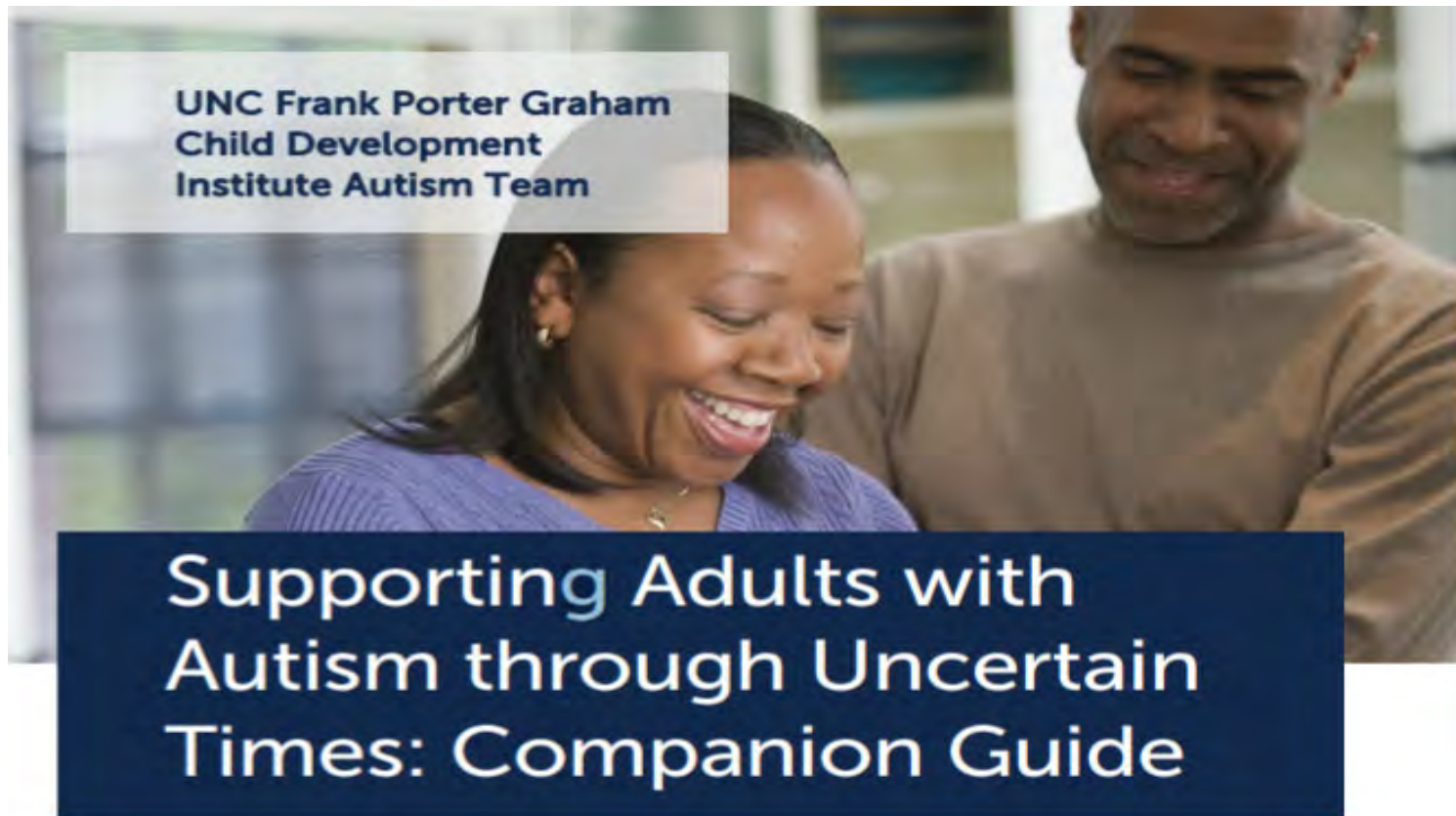
COVID-

**English; Spanish; Chinese;  
Mandarin; Japanese; Arabic;  
Polish; Swedish; Italian;  
Spanish; Czech**



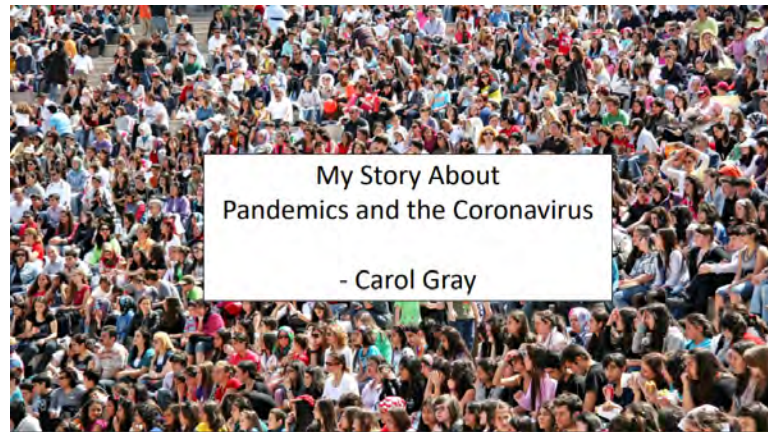
## FREE COVID-19 TOOLKIT FOR SUPPORTING ADULTS

[https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Adults%20with%20Autism%20through%20Uncertain%20Times%20Full%20Packet\\_0.pdf](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)**

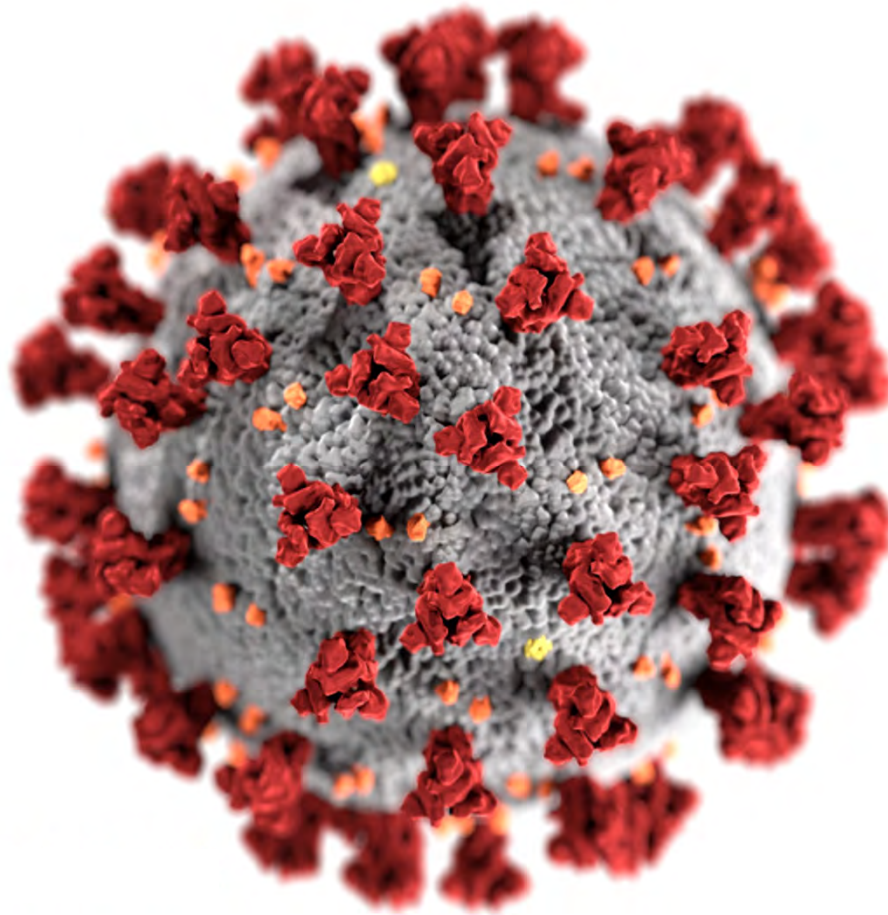
**English**  
**Spanish**  
**Chinese**



**<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>**

**\*On Padlet and CAPTAIN Facebook page**  
**[www.captain.ca.gov](http://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**



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



**SELPA Content Lead  
EVIDENCE  
Based Practices  
Autism**



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Links to  
ASD  
Resources

Links to  
Padlets

**CAPTAIN  
Social Media  
Links**



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



**SELPA Content Lead  
EVIDENCE  
Based Practices  
Autism**



# CHECK OUT THE CAPTAIN FACEBOOK PAGE

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Event  
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Write a post...

Our Story



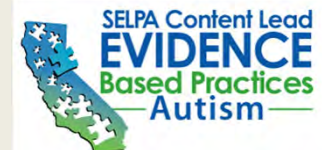


***“Children and families  
cannot benefit from  
evidence-based practices  
that they do not experience.”***

***-Dean Fixsen, NIRN, 2006***



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



# QUESTIONS?





# **Ann England, MA., CCC-SLP-L**

**Co-Coordinator, CAPTAIN**



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

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# END

