How the School Psychologist Can Support Educators to Increase Positive Behaviors and Classroom Participation of Student with ASD Across the Multi-Tiered System of Supports (MTSS)

MS-22: Thursday, October 24, 2018, 10:00-11:20AM

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SELPA Content Lead-ASD
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California Students With Disabilities Whose Primary or Secondary Disability is Autism

December 2010 Reporting Cycle: 69,022
December 2011 Reporting Cycle: 75,507
December 2012 Reporting Cycle: 82,855
December 2013 Reporting Cycle: 89,509
December 2014 Reporting Cycle: 96,036
December 2015 Reporting Cycle: 102,764
December 2016 Reporting Cycle: 110,486
December 2017 Reporting Cycle: 118,490
December 2018: 126,809

15.95 Percent of Total Students With Disabilities Population

English Language Arts Performance Levels for Students with Autism

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Frequency</th>
<th>Percent</th>
<th>% Change from Prior Year's Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD EXCEEDED</td>
<td>2,922</td>
<td>6.2</td>
<td>Increase 0.4</td>
</tr>
<tr>
<td>STANDARD MET</td>
<td>7,319</td>
<td>15.6</td>
<td>Decrease 0.04</td>
</tr>
<tr>
<td>STANDARD NEARLY MET</td>
<td>11,054</td>
<td>23.6</td>
<td>Increase 1.25</td>
</tr>
<tr>
<td>STANDARD NOT MET</td>
<td>25,386</td>
<td>54.4</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>46,641</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

SPED INDICATOR 3: STATEWIDE ASSESSMENT
LCAP PRIORITY 4: Pupil Achievement
# Math Performance Levels for Students with Autism

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
<th>% Change from prior Year’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD EXCEEDED</td>
<td>3,293</td>
<td>7.0</td>
<td>Increase 0.6</td>
</tr>
<tr>
<td>STANDARD MET</td>
<td>4,907</td>
<td>10.5</td>
<td>Increase 0.4</td>
</tr>
<tr>
<td>STANDARD NEARLY_MET</td>
<td>9,319</td>
<td>20.0</td>
<td>Decrease 0.5</td>
</tr>
<tr>
<td>STANDARD NOT MET</td>
<td>28,967</td>
<td>62.3</td>
<td>Decrease 0.1</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>46,486</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

# California Students with Autism by Least Restrictive Environment

<table>
<thead>
<tr>
<th>Environment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>% Change from prior Year’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Facilities</td>
<td>11</td>
<td>0.01</td>
<td>No change</td>
</tr>
<tr>
<td>Homebound/Hospital</td>
<td>191</td>
<td>0.18</td>
<td>Increase 0.02</td>
</tr>
<tr>
<td>Parentally Placed in Private School</td>
<td>275</td>
<td>0.26</td>
<td>Decrease 0.06</td>
</tr>
<tr>
<td>Inside regular class less than 40% of the day</td>
<td>42,024</td>
<td>40.2</td>
<td>Increase 0.6</td>
</tr>
<tr>
<td>Inside regular class 40% to 79% of the day</td>
<td>19,412</td>
<td>18.3</td>
<td>Increase 3.0</td>
</tr>
<tr>
<td>Inside regular class 80% or more of the day</td>
<td>35,007</td>
<td>33.4</td>
<td>Increase 2.8</td>
</tr>
<tr>
<td>Residential Facility</td>
<td>108</td>
<td>0.1</td>
<td>Increase 0.04</td>
</tr>
<tr>
<td>Separate School/Nonpublic School</td>
<td>7,488</td>
<td>7.1</td>
<td>Increase 0.7</td>
</tr>
</tbody>
</table>

# Exit Reasons for Students With Autism

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
<th>% change from prior year’s data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATED HIGH SCHOOL</td>
<td>2,621</td>
<td>43.3</td>
<td>Increase 2</td>
</tr>
<tr>
<td>MOVED, KNOWN TO BE CONTINUING</td>
<td>1,463</td>
<td>24.2</td>
<td>Decrease 2.2</td>
</tr>
<tr>
<td>RECEIVED CERTIFICATE</td>
<td>744</td>
<td>12.3</td>
<td>Increase 2.5</td>
</tr>
<tr>
<td>RETURNED TO GENERAL EDUCATION</td>
<td>423</td>
<td>7.0</td>
<td>Decrease 0.3</td>
</tr>
<tr>
<td>REACHED MAXIMUM AGE</td>
<td>410</td>
<td>6.7</td>
<td>Increase 0.5</td>
</tr>
<tr>
<td>DROPUT</td>
<td>374</td>
<td>6.1</td>
<td>Increase 2.6</td>
</tr>
<tr>
<td>DECEASED</td>
<td>9</td>
<td>Less than 1%</td>
<td>No change</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>6,064</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Post-Secondary Outcomes for Students with Autism

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Frequency</th>
<th>Percent</th>
<th>% change from prior year's data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>1,314</td>
<td>56.3</td>
<td>Decrease 1.7</td>
</tr>
<tr>
<td>No Higher Ed and not Working</td>
<td>248</td>
<td>10.6</td>
<td>Decrease 5.6</td>
</tr>
<tr>
<td>Other Post-Secondary Education</td>
<td>424</td>
<td>18.1</td>
<td>Increase 3.5</td>
</tr>
<tr>
<td>Competitively Employed</td>
<td>142</td>
<td>6.0</td>
<td>Increase 8.2</td>
</tr>
<tr>
<td>Some other Employment</td>
<td>205</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>2,333</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: CASEMIS June 2019 Table D matched to exiters from CASEMIS June 2018 Table A

SPED INDICATOR 14: POST SCHOOL OUTCOMES
LCAP PRIORITY 4 & 8: PURS ACHIEVEMENT AND OUTCOMES

What is 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 the state of California.
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

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

CAPTAIN Vision

- Develop a Statewide Training and Technical Assistance Network with a focus on Evidence-Based Practices for individuals impacted by ASD inclusive of stakeholder agencies who will disseminate information at a Local Level

CAPTAIN Mission

Increase knowledge about ASD and EBPs through systematic dissemination of information

Increase Implementation and fidelity of EBPs in schools and community settings (families and providers of services)

Increase inter-agency collaborations to leverage resources & standardize the use of EBPs
WHAT’S NEW WITH CAPTAIN?

California’s Statewide System of Support

8 CAPTAIN Regional Implementation Leads (RIL)
What are Evidence-Based Practices (EBPs) for ASD?

RESULTS: 165,000,000 FOR AUTISM TREATMENT ON OCTOBER 4, 2019!!!!

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
Definition of EBP (NPDC)

NPDC definition of an EBP:

“Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”

NPDC Criteria for EBP

To be considered an EBP for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- At least two high quality experimental or quasi-experimental group design articles conducted by at least two different researchers or research groups OR
- At least five high quality single case design articles conducted by at least three different researchers or research groups having a total of at least 20 participants across studies OR
- A combination of at least one high quality experimental or quasi-experimental group design article and at least three high quality single case design articles conducted by at least two different research groups

27 Evidence – Based Practices (2014)

- Antecedent-based interventions
- Cognitive behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™

- Pivotal response training
- Prompting
- Reinforcement
- Response interruption/redirect
- Scripting
- Self-management
- Social narratives
- Social skills training
- Structured play groups
- Task analysis
- Technology-aided intervention/instruction
- Time delay
- Video modeling
- Visual supports
23 of 27 EBPs Were Researched In School Based Settings

1. ABI (15 studies)
2. DRO (3 studies)
3. DTT (2 studies)
4. ECE (3 studies)
5. EXT (2 studies)
6. FBA (5 studies)
7. FCT (3 studies)
8. MD (1 study)
9. NI (1 study)
10. PMII (10 studies)
11. PECS (3 studies)
12. PP (9 studies)
13. PRT (4 studies)
14. R+ (8 studies)
15. SM (3 studies)
16. SN (10 studies)
17. SST (5 studies)
18. SPG (2 studies)
19. TA (3 studies)
20. TAI (9 studies)
21. TD (5 studies)
22. VM (9 studies)
23. VS (10 studies)

4 EBPS not yet researched in school settings:
   CBI, PII, RIR, SC

www.captain.ca.gov

Challenge:
How Do We Align All of These Initiatives?
EBPs Align with MTSS
www.captain.ca.gov

INFOGRAPHIC ON CAPTAIN WEBSITE

EBPs Align with UDL

Using Universal Design for Learning (UDL) Guidelines & Evidence Based Practices for Autism

- Provide multiple modes of representation.
- Provide multiple means of action and expression.
- Provide multiple means of strategic support.

INFOGRAPHIC ON CAPTAIN WEBSITE

EBPs Align with UDL

INFOGRAPHIC ON CAPTAIN WEBSITE

EBPs Align with Best Practices for Inclusive Education

SUCCESSFUL INCLUSION FOR STUDENTS WITH AUTISM

WHY?
Improved academic, social and vocational outcomes
Increased social acceptance

HOW?
Use Evidence Based Practices

VISUAL SUPPORTS

PEER-MEDIATED INSTRUCTION & INTERVENTION

MODELING

REINFORCEMENT

COLLABORATION

www.captain.ca.gov
Tertiary
(a few can benefit; often in 1:1)

Supplementary
(some can benefit; can be implemented in small group)

Universal
(all can benefit; typically implemented in large group context)

PBIS World & EBPs

PBIS World Tier 1 (Examples):
1. Breaks EBP: Self Management
2. Consequences EBP: Differential Reinforcement and Extinction
3. Praise and Rewards EBP: Reinforcement
4. Environmental/Work Accommodations EBP: Antecedent based interventions
5. Proximity EBP: Prompting
6. Daily Planner EBP: Visual Supports

PBIS World Tier 2 & 3 (Examples):
1. Structured Breaks EBP: Self Management
2. Non-Verbal Cues and Signals EBP: Visual Supports
3. Self Monitoring EBP: Self Management
4. Organizational Tools EBP: Visual Supports
5. Teach Social Skills EBP: Social Skills Training
6. BIP EBP: FBA

https://www.pbisworld.com

Collaborate
CAPTAIN Classroom Checklist

Let's Practice Identifying EBPs

**Goal:** rather than tantrumming or grabbing items that she needs/wants, Lucia (age 5, nonverbal) will request items and assistance from others on 8:10 daily opportunities as measured by teacher collected frequency data.

Ask: What is the goal targeting?

Ask: What EBPs are options for Tier 1?
  - What EBPs are options for Tier 2?
  - What EBPs are options for Tier 3?

Let’s Practice!

**Goal:** In order to promote more age appropriate social communication and adaptive skills, Nate (age 13) will learn to answer the telephone and respond appropriately to the caller given three common scenarios as measured by speech language pathologist observations.

Ask: What is the goal targeting?

What EBPs are options?

Let’s Practice!

High Quality Self Learning 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

[AFIRM Modules](http://afirm.fpg.unc.edu/afirm-modules)

[www.captain.ca.gov](http://www.captain.ca.gov)
Important AFIRM Learning Module!

How to Select an EBP

http://afirm.fpg.unc.edu/selecting-ebp
AFIRM Certificate Available
CEUs Count for:
BCBAs Type 2
&
SLPs ASHA CCCs

Resource for
Older Individuals with ASD
http://csesa.fpg.unc.edu/

Presentation 1:
Characteristics and Practices for Challenging Behavior
http://csesa.fpg.unc.edu/

Presentation 2:
Strategies for Classroom Success and Effective Use of Teacher Supports
### 27 Evidence-Based Practices (NPDC = ASD, 2014)

- Antecedent-based interventions
- Cognitive behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
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- Prompting
- Reinforcement
- Response interruption/redirect
- Scripting
- Self-management
- Social narratives
- Social skills training
- Structured play groups
- Task analysis
- Technology-aided intervention/instruction
- Time delay
- Video modeling
- Visual supports

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### EBP: Visual Supports

- Any tool presented visually that supports an individual as he or she 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
  - scripts

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### Functional Visual Supports Show Students WHERE TO GO & HOW TO GET THERE

- Lining up!
Visual Support
Gen Ed Class for ALL Students

"How should my desk look?"

Sections of Binder are Color Coded
and Coordinate with Book Covers
Colored Folder in Each Binder Section/Subject

Planer Use and Structured End of Day Routine

VISUAL SUPPORTS SHOW WHAT TO DO-STEP BY STEP-TO COMPLETION
VISUAL SUPPORTS CAN BE USED FOR COMMUNICATION

VISUAL SUPPORTS SHOW OPPORTUNITIES FOR CHOICE MAKING

VISUAL SUPPORTS SHOW CLASS BEHAVIOR EXPECTATIONS
VISUAL SUPPORTS CAN HELP WITH TRANSITIONS

Individual Schedules

EBP: Antecedent-based Intervention [Special Interests]

AFIRM MODULES
www.captain.ca.gov
http://afirm.fpg.unc.edu

Antecedent-based Intervention

Antecedent-based Intervention (ABI)

What Will I Learn?
The AFIRM model guides the learner through four lessons to facilitate
- Learning basic knowledge about antecedent-based intervention (ABI)
- Applying ABI within the context of the intervention and skill instruction
EBP: Antecedent Based Intervention
Special Interests

- Incorporating the EBP of Special Interests in the sessions/lessons to motivate individual to engage in treatment activities.

For example,

- Using favorite cartoon characters to model coping skills
- Or interspersing conversations about their special interest throughout the day to promote motivation and engagement.

3 Things to know when using Special Interests

1. Using special interests motivates students with an ASD

2. Withholding an extremely strong interest can often increase the intensity of the interest

3. Special interests can also be used to increase motivation for a less preferred activity when they know the preferred activity is coming up

3. Special interests can also be used to increase motivation for a less preferred activity when they know the preferred activity is coming up

- Journal
- Seat Work
- Small Group
- Dinosaur book
Make Sure Schedule Shows Special Interest

- 8:15-8:35 Reading
- 8:35-8:40 Choice (Computer or Listen to Music)
- 8:40-9:00 Math worksheet
- 9:00-9:05 Choice (iPad or Listen to Music

Examples:
Victor’s Special Interest in Vehicles Used to Teach Reading
Jared’s teacher incorporates his interest in dinosaurs during art.

Ryan’s teacher uses a Spiderman notebook to motivate him to write in his journal.

Will had an interest in Egypt. He was motivated to progress through his day by using this schedule.

**EBP: ABI**
*Antecedent-based Intervention*

*Offering Choices*

- Allows student to experience some control
- Can decrease resistance to adult direction
- Choice making needs to be taught
Making Choices

• Indicating a choice is communicative

• Deciding about a choice requires thinking:
  – Comparing
  – Contrasting

• Provide choices within structure

• Provide choices that are possible

• Offering choices is empowering and increases pro-social behavior

• Offer choices all day long!

Offer Choices Within the Structure

Examples:
During math, Kyle is given a choice of doing the even or odd problems

Joshua chooses between math workbook or worksheet
Only Provide Choices That Are Possible

Examples: Alex chooses the order in which he would like to complete his work tasks

Use choice to help students transition more successfully

Example: Lindsey transitions to circle when given a choice of books
Examples of Choices Within the Structure of the Day

• When?
  – Computer
  – Work time/seat work
  – Group Activities
  – Writing task
  – Art class
  – Speech
  – Math
  – Journal

• How?
  – Which program?
  – Textbook or worksheet?
  – This chair or that chair?
  – Pen or pencil?
  – Blue or red paper?
  – Which task first?
  – Even or odd problems?
  – Choose between 3 prompts

If You’re Wondering Where to Start...

• To increase your knowledge about teaching students with ASD:
  – Review the CAPTAIN website www.captain.ca.gov
  – Contact your CAPTAIN Cadre http://www.captain.ca.gov/cadre.html
  – Start reading the 2014 NPDC & 2015 National Standards Project 2 Report
  – Review the AFIRM website to learn about each of the EBPs
  – Meet in job alike groups for continued growth in knowledge about ASD; ask for coaching
  – Subscribe to NPDC Newsletter: http://fpg.unc.edu/subscribe-enews

Take Our Free ASD Course!

www.captain.ca.gov
https://www.coursera.org/learn/autism-spectrum-disorder
“Children and families cannot benefit from evidence-based practices that they do not experience.”

-Dean Fixsen, NIRN, 2006

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STAY CONNECTED and UP-TO-DATE!
CAPTAIN SOCIAL MEDIA

CAPTAIN
California Adult Intellectual Disability and Information Network

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