

EVIDENCE-BASED PRACTICES FOR
AUTISM SPECTRUM DISORDERS: THROUGH THE EYES OF
PRACTITIONERS, SUSTAINING, AND SCALING-UP IN THE
EDUCATIONAL SETTING

Sue Corbin and Susan Harmeyer

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ONE STUDY - TWO DISSERTATIONS

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DISSERTATION TOPICS

Sue:

Evidence-Based Practices
for Autism Spectrum
Disorders: Through the
Eyes of Practitioners

Susan:

Sustaining and Scaling Up
Evidence-Based Practices
for Autism Spectrum
Disorders in Educational
Settings



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INTRODUCTION TO THE STUDY

Based on the National Professional Development Center on Autism Spectrum Disorders (NPDC on ASD) work on Evidence-based Practices from 2007-2012.

Sue:

- Taking the EBPs from a clinical perspective to an implementation perspective.
- Look at the professional wisdom side of the EBPs for ASD through the eyes of the practitioner
- Attempt to provide more insight into how the EBPs are being interpreted and applied with students on the autism spectrum

Susan:

- Interconnected process of assessment, implementation, and outcomes
- Looks at the components that are essential to sustaining evidence-based for autism spectrum disorders in the education setting
- Explores the qualities of scaling-up as it relates to implementing evidence-based practices for autism spectrum disorders in the surrounding community and statewide

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PURPOSE OF THE STUDY/PROBLEM

- The use of evidence-based practices (EBPs) in the educational setting is a common practice of many professionals in the field.
- Focus of researchers, policy makers, and technical assistance providers has been on interventions themselves and not on the implementation of interventions.
- As the incidence of students with Autism Spectrum Disorders (ASD) increases, the need for educators to expand their knowledge of autism and interventions is evident. “The increased prevalence of ASD has intensified the demand for effective educational and therapeutic services, and intervention science is now providing evidence about which practices are effective” (Wong et al., 2014, p. 1).
- The lack of attention to the implementation stage has left many to their own demise. There is a missing link connecting research outcomes with the delivery of evidence-based practices in the field of education.

Hmmm...

- “I know of Nobody who is purely autistic or purely Neurotypical, even God had some autistic moments, which is why all the planets spin.”

» Jerry Newport



RESEARCH QUESTIONS



Sue:

1. Is there a correlation between practice implementation and the research recommendations related to EBP for ASD by NPDC on the chart in Appendix A?
2. How do practitioners choose the best EBP?
3. Based on practitioners implementation of EBPs, which EBPs become the chosen ones or the “go-to” evidence-based practices for ASD?

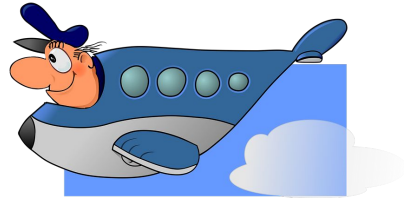
Susan:

1. What are the essential components that need to be in place for evidence-based practices for autism spectrum disorders to be sustained at the classroom level?
2. How do educational leaders sustain the concepts embedded within the evidence-based practices for autism spectrum disorders model of design within a building and district-wide?
3. How can evidence-based practices for autism spectrum disorders be regionally supported and become statewide implemented?

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PILOT STUDY

- The study went through a pilot with staff from Whitley County Consolidated Schools, located in Columbia City, Indiana, and the Indiana Resource Center for Autism, part of Indiana University.
- The purpose of the pilot study was to ensure the validity of the survey, as well as to improve questions and the overall format of the survey if applicable.
- Staff participating in the pilot study had knowledge of and have implemented the evidence-based practices for autism spectrum disorders in the educational setting or were trainers in the coaching model itself within the state of Indiana.



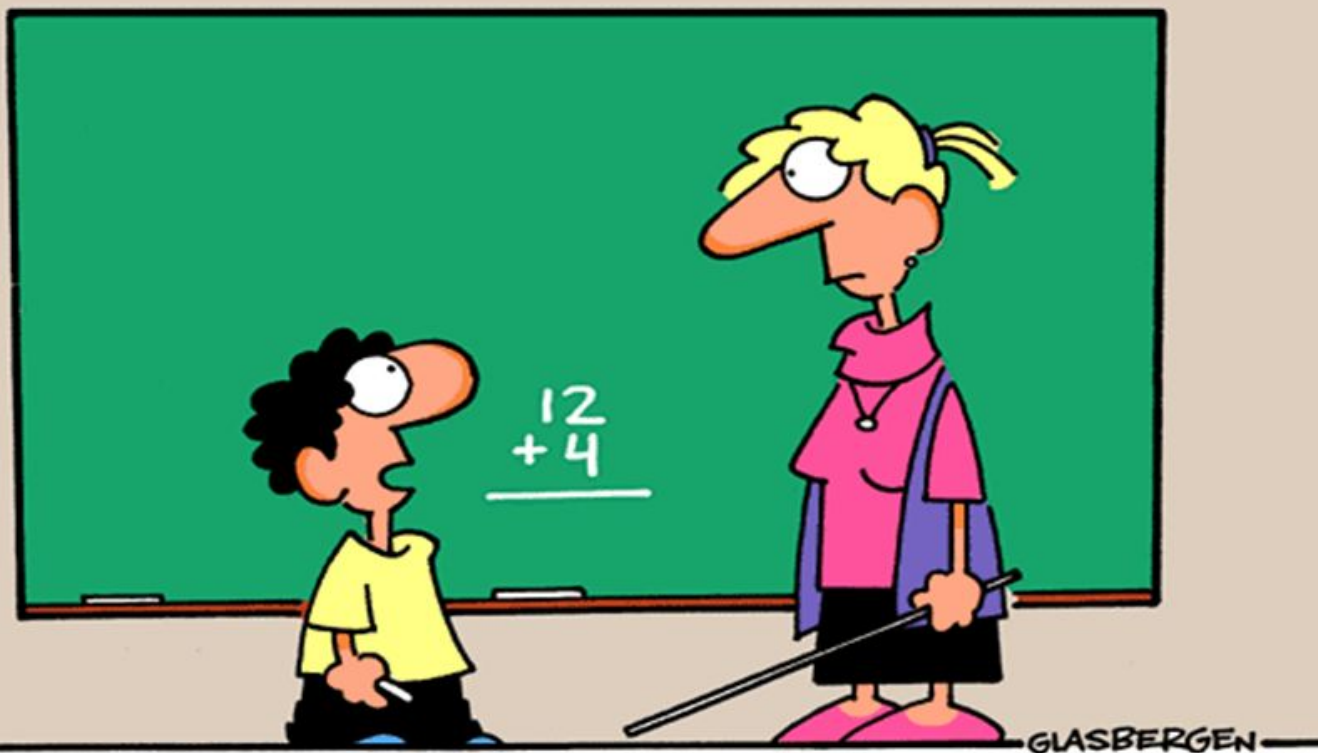
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DISSERTATION STUDY PARTICIPANTS



- The population for the main dissertation study consisted of staff that had utilized and/or had been trained in evidence-based practices for autism spectrum disorders with students in an educational setting.
- The survey was sent to 544 original emails; however, subjects were invited to forward the study to other staff members in their building that had the knowledge and experience of utilizing evidence-based practices for autism spectrum disorders in the educational setting.
- A total of 127 subjects (23%) participated in the study; however, only 69 (54% of the 23%) subjects completed the entire study.

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“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

Practices by Age and Domain

	Academics & Cognition			Behavior			Communication			Play			Social			Transition			
	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	
<i>Evidence-Based Practices</i>																			
Antecedent-based Interventions																			
Computer Assisted Instruction																			
Differential Reinforcement																			
Discrete Trial Training																			
Extinction																			
Functional Behavioral Assessment																			
Functional Communication Training																			
Naturalistic Interventions																			
Parent Implemented Interventions																			
Peer Mediated Instruction/Intervention																			
Picture Exchange Com. System																			
Pivotal Response Training																			
Prompting																			
Reinforcement																			
Response Interruption & Redirection																			
Self-Management																			
Social Narratives																			
Social Skills Groups																			
Speech Generating Devices (VOCA)																			
Structured Work Systems																			
Task analysis																			
Time delay																			
Video Modeling																			
Visual Supports																			

Odom, S. L., & Cox, A. W. (2010, July). *Research-based intervention, translation to practice, and implementation for learners with autism spectrum disorders*. Presentation at the OSEP Project Directors' Conference, Washington, DC.

Is there a correlation
between practice
implementation and the
research recommendations
related to EBP for ASD
by NPDC chart?

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Combined Chart of Research and Practitioners	Domains			Academic & Cognition	Behavior	Communication	Play	Social	Transition
	E C	E L	M H						
Evidence Based Practices	Research	Research	Research	Research	Research	Research	Research	Research	Research
	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner
Antecedent Based Interventions									
Computer Assisted Instruction									
Differential Reinforcement									
Discrete Trial Training									
Extinction									
Functional Behavior Assessment									
Functional Communication Training									
Naturalistic Interventions									
Parent Implementation Interventions									
Peer Mediated Instruction/Intervention									
Picture Exchange Com. System									
Pivotal Response Training									
Prompting									
Reinforcement									

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Combined Chart of Research and Practitioners	Domains			Academic & Cognition	Behavior	Communication	Play	Social	Transition
	Levels								
Evidence Based Practices	E	E	M	Research	Research	Research	Research	Research	Research
	C	L	H	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner	Practitioner
Response Interruption & Redirection									
Self-Management									
Social Narratives									
Social Skills Group									
Speech Generating Devices (VOCA)									
Structured Work Systems									
Task Analysis									
Time Delay									
Video Modeling									
Visual Supports									

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Gibbletoons By Dan Gibson



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Here's the deal...If you cooperate with me I'll use the good-boy-drill. Jerk me around and you get this.

How do
practitioners
choose the best
EBP?

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How Practitioners Choose an EBP	Used in the past	Always start with this one	Successful with other students	Meets the student's needs	Quick and Easy	"Go to" strategy	Only one I know	Been trained to use
Evidence Based Practices								
Antecedent Based Interventions								
Computer Assisted Instruction								
Differential Reinforcement								
Discrete Trial Training								
Extinction								
Functional Behavior Assessment								
Functional Communication Trng.								
Naturalistic Interventions								
Parent Implementation Interventions								
Peer Mediated Instruction/Intervention								
Picture Exchange Com. System								
Pivotal Response Training								
Prompting								
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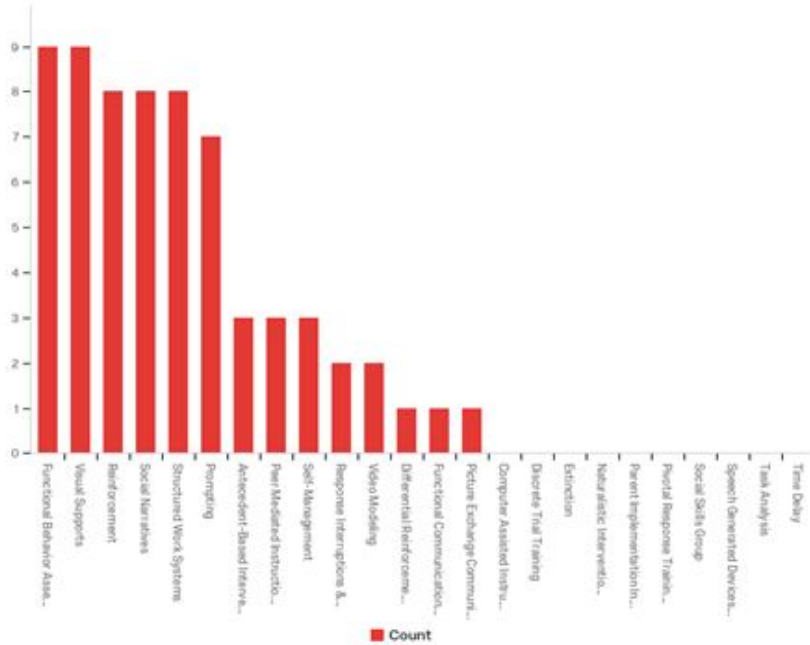


Even as a little boy, Johnny knew he wanted to become a police officer.

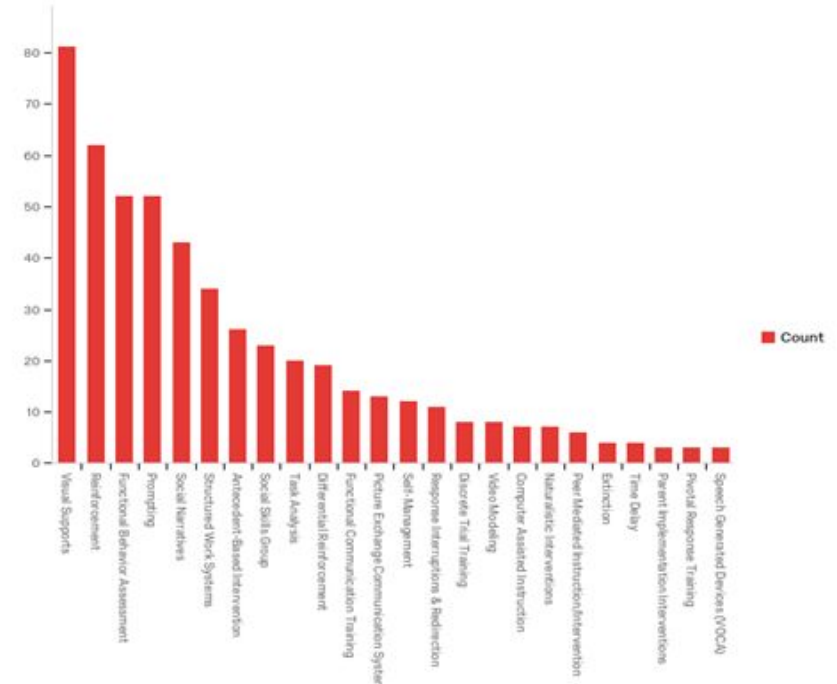
Based on practitioners
implementation of EBPs,
which EBPs become the
chosen ones or the
“go-to” evidence-based
practices for ASD?

RANKING OF THE EBPS

PILOT



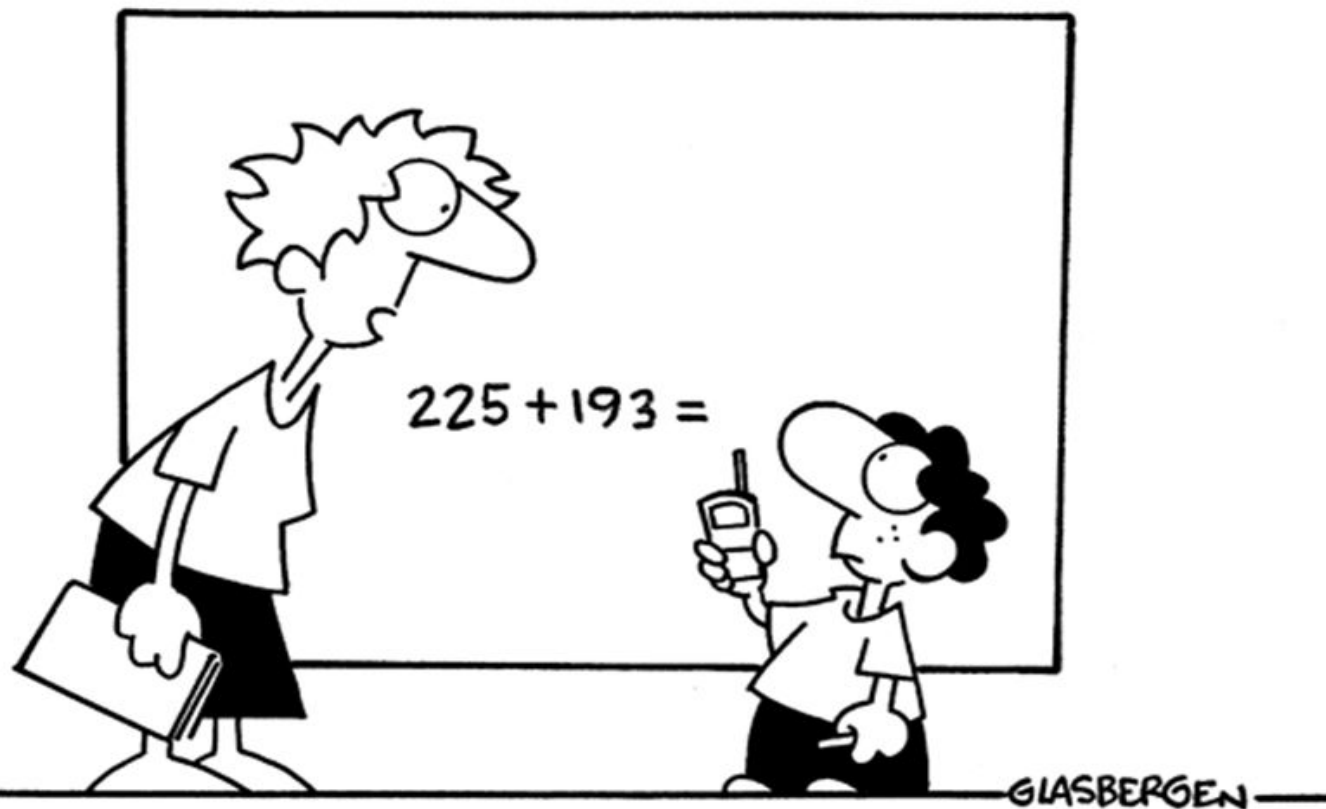
RESEARCH



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RANK	PILOT	STUDY
1	Visual Supports	Visual Supports
2	Functional Behavior Assessment	Reinforcement
3	Structured Work System	Functional Behavior Assessment
4	Social Narratives	Prompting
5	Reinforcement	Social Narratives
6	Prompting	Structured Work System
7	Antecedent Behavior Intervention	Antecedent Behavior Intervention
8	Peer Mediated Instruction/Intervention	Social Skill Groups
9	Self-Management	Task Analysis
10	Video Modeling	Differential Reinforcement

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“You have to solve this problem by yourself. You can’t call tech support.”

What are the essential components that need to be in place for evidence-based practices for autism spectrum disorders to be sustained at the classroom level?

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COMPONENTS OF SUSTAINABILITY-READINESS FOR CHANGE

Students' best interests are considered when implementing EBPs for ASD



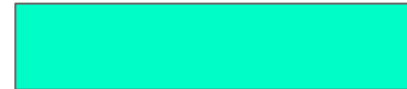
74%

Staff have a positive attitude when implementing EBPs for ASD



61%

Staff take ownership of implementing EBPs for ASD



47%

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COMPONENTS OF SUSTAINABILITY-TRAINING & PROFESSIONAL DEVELOPMENT

Staff within a building/district have become trainers for others on the implementation of EBPs for ASD.



51%

There is a plan developed for continued training/professional development for new staff.



47%

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COMPONENTS OF SUSTAINABILITY-SUPPORT

There is district-level administrative support for the implementation of EBPs for ASD.



78%

There is building-level administrative support for the implementation of EBPs for ASD.



58%

A planning/support team is available within the building/district.



45%

Resources (i.e., checklists, step-by-step guides, materials, etc.) are provided to help facilitate the implementation of EBPs for ASD.



45%

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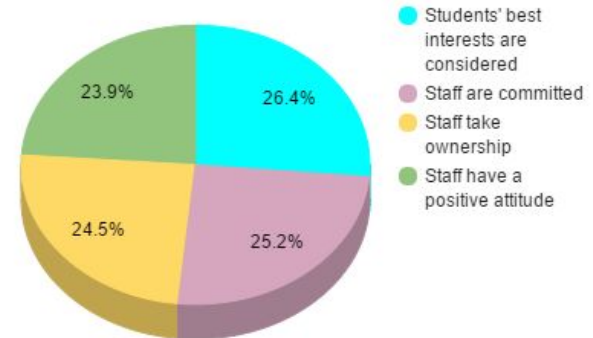
How do educational
leaders sustain the
concepts embedded within
the evidence-based
practices for autism
spectrum disorders model
of design within a
building and
district-wide?

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COMPONENTS OF SUSTAINABILITY-READINESS FOR CHANGE

Rating between *Important* (4.00) and *Absolutely Essential* (5.00) . . .

- **Students' best interests are considered** when implementing EBPs for ASD (4.56/5.00)
- **Staff are committed** to implementing EBPs for ASD with fidelity (4.36/5.00)
- **Staff take ownership** of implementing EBPs for ASD (4.24/5.00)
- **Staff have a positive attitude** when implementing EBPs for ASD (4.13/5.00)

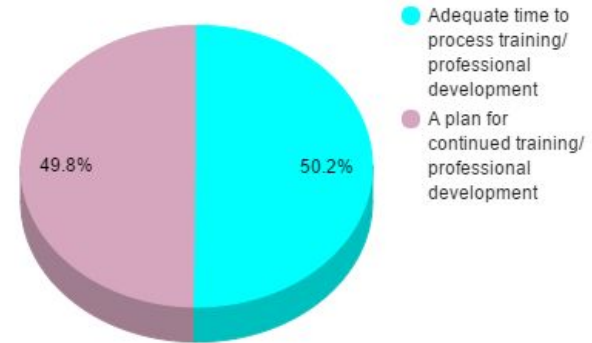


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COMPONENTS OF SUSTAINABILITY-TRAINING & PROFESSIONAL DEVELOPMENT

Rating between *Important* (4.00) and *Absolutely Essential* (5.00) . . .

- **Adequate time** is allotted for staff to process **training/professional development** and implement EBPs (4.06/5.00)
- There is a **plan** developed for **continued training/professional development** for new staff (4.03/5.00)

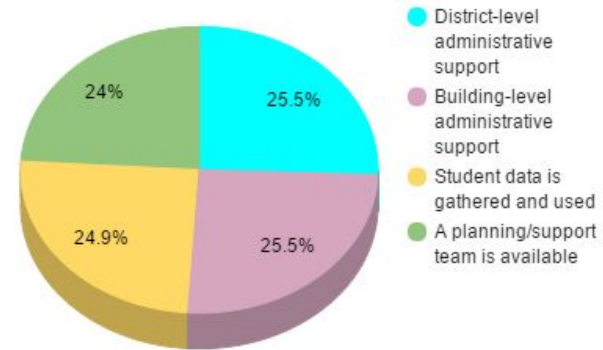


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COMPONENTS OF SUSTAINABILITY-SUPPORT

Rating between *Important* (4.00) and *Absolutely Essential* (5.00) . . .

- There is **district-level administrative support** for the implementation of EBPs for ASD (4.27/5.00)
- There is **building-level administrative support** for the implementation of EBPs for ASD (4.26/5.00)
- **Student data is gathered and used** to support the implementation of EBPs for ASD (4.17/5.00)
- A **planning/support team** is available within the building/district (4.02/5.00)



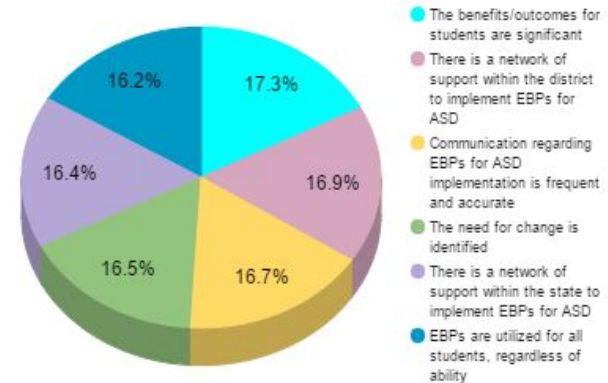
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How can evidence-based practices for autism spectrum disorders be regionally supported and become statewide implemented?

COMPONENTS OF SCALING-UP

Rating between *Important* (4.00) and *Absolutely Essential* (5.00) . . .

- The **benefits/outcomes** for students are **significant** (4.29/5.00)
- There is a **network of support within the district** to implement EBPs for ASD (4.19/5.00)
- **Communication** regarding EBPs for ASD implementation is **frequent and accurate** (4.13/5.00)
- The **need for change** is identified (4.08/5.00)
- There is a **network of support within the state** to implement EBPs for ASD (4.05/5.00)
- EBPs are **utilized for all students**, regardless of ability (4.02/5.00)



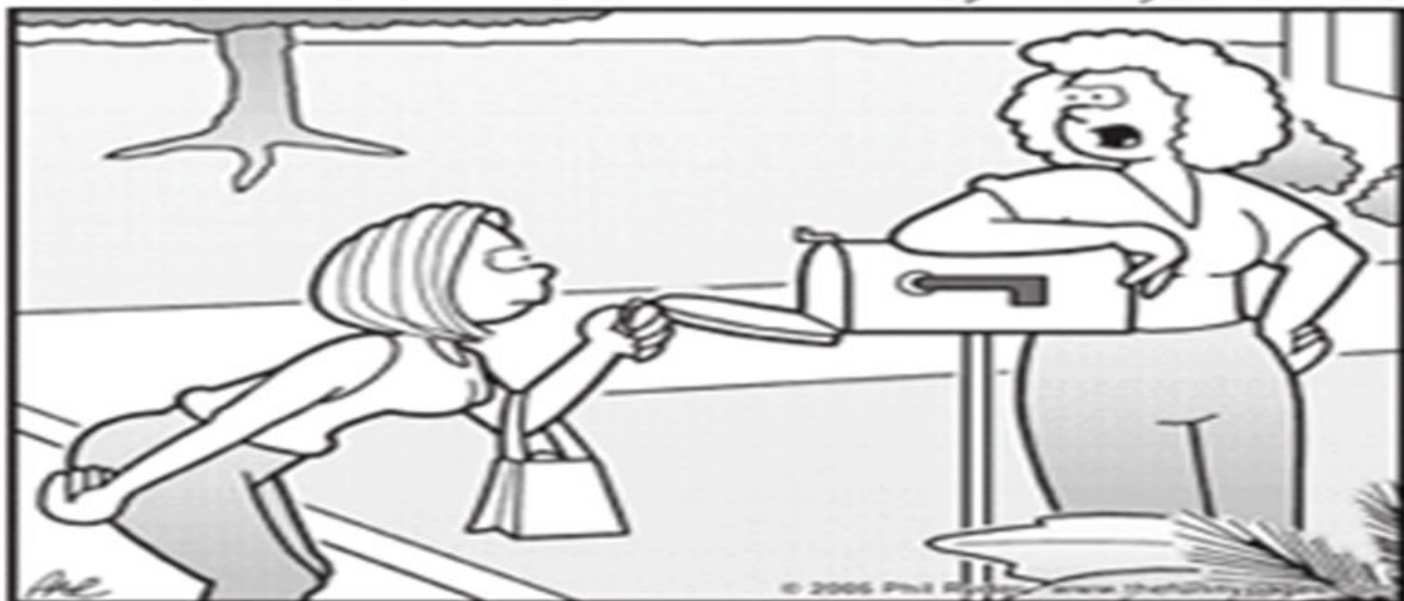
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SO WHAT DOES ALL OF
THIS MEAN?

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THE JOKE'S ON YOU

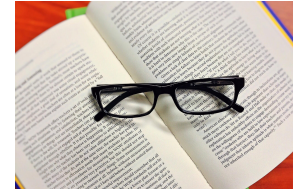
by Phil Ryder & YOU



"Don't tell me...let me guess; your computer keeps telling you, 'You've got mail.'"

- Bob Tofferi • Ludlow, VT

IMPLICATIONS



1. There is a close match between what practitioners are doing and what research has shown (76%)
2. Practitioners are implementing EBPs in domains that are not supported by research.
3. Research is available for some EBPs in certain domains that practitioners are not implementing.
4. Practitioners are choosing EBPs mainly to meet the needs of the student and from the success with other students as well as familiarity.
5. At least 7 EBPs are identified as the “go to” strategies for ASD. They are:

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IMPLICATIONS (CONT.)

1. Visuals
2. Functional Behavior Assessment
3. Social Narratives
4. Structured Work Systems
5. Reinforcement
6. Prompting
7. Antecedent Behavior Interventions

(1 and 7 are set with 2-6 in no set order)



IMPLICATIONS

- Several components are important to have embedded within the evidence-based practices for autism spectrum disorders model of design within a building and district-wide for sustainability.
- These components fall into three categories: readiness for change, training and professional development, and support.
- Evidence-based practices for autism spectrum disorders can become regionally supported and statewide implemented if six key components of scaling-up are present.



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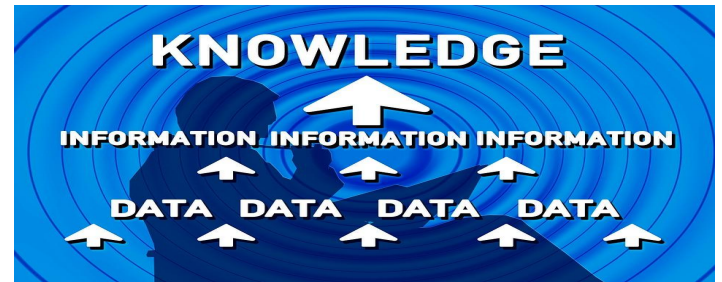
FIDELITY OF IMPLEMENTATION

- Implementing an intervention in same manner in which it was done in the evidence-based research
- How is this achieved?
 - Use self-learning modules on practices
 - Offer training on the practice, as needed
 - Use implementation checklists for the EBP to capture fidelity of implementation
 - Coach on the practice until fidelity is attained

Odom, S. L., & Cox, A. W. (2010, July). *Research-based intervention, translation to practice, and implementation for learners with autism spectrum disorders*. Presentation at the OSEP Project Directors' Conference, Washington, DC.

OPPORTUNITIES FOR FURTHER STUDY

- In the domain of Transition
- Success of the EBPs
- Use of the tools for implementation with fidelity
- Correlation of sustainability and scaling-up components within EBPs for ASD and other educational initiatives (i.e. PBIS)



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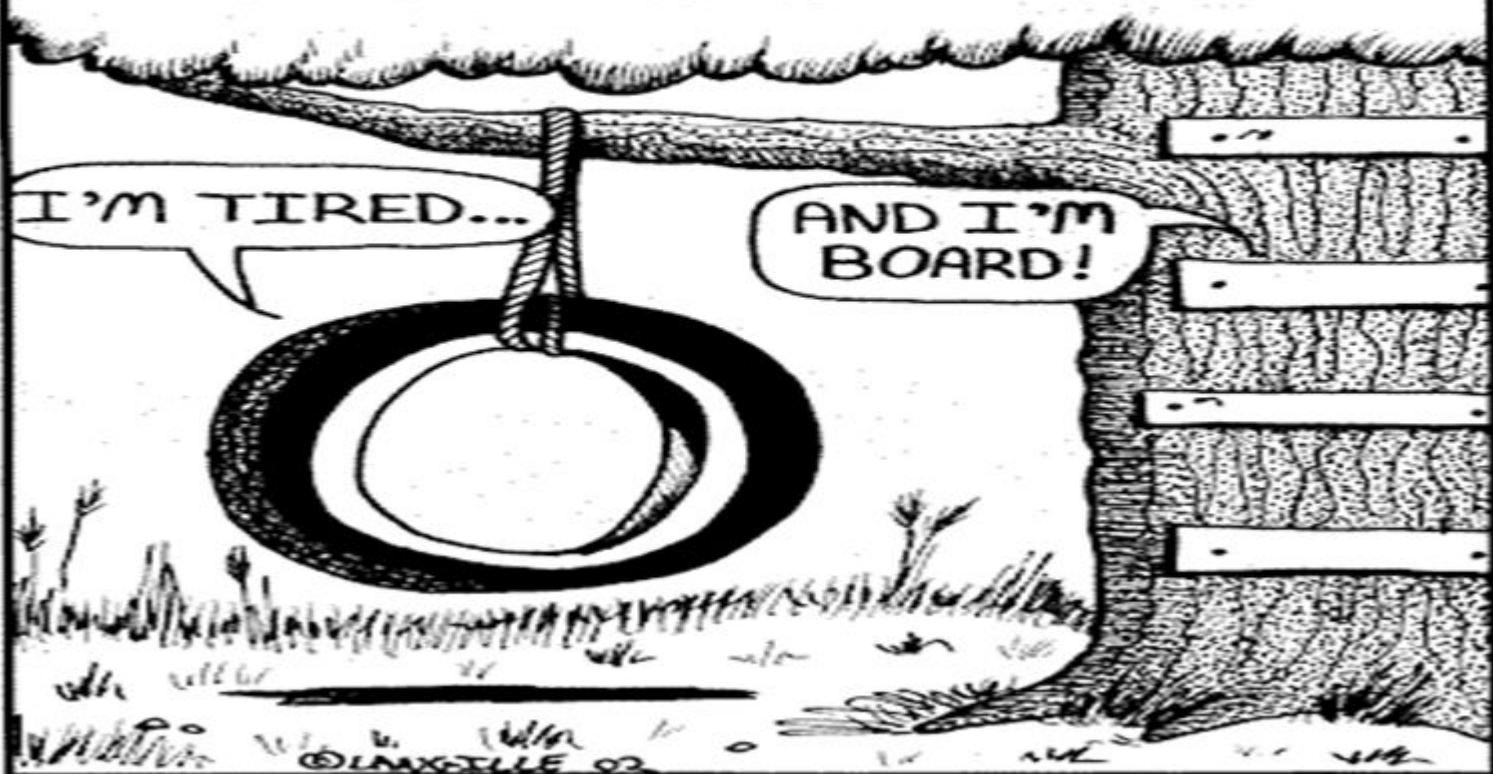
STRANGE BREED by Steve Langille

TYPICAL SUMMER
VACATION

I'M TIRED...

AND I'M
BOARD!

©LANGILLE 92



ADDITIONAL RESOURCES

To learn more about Evidence-based Practices for Autism Spectrum Disorders and the NPDC project, please visit:

The National Professional Development Center on Autism
Spectrum Disorders

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

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