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Oregon Program Autism Training Sites and Supports Project
www.orpats.org
ASD = Autism Spectrum Disorder

- Impairments in communication
- Impairments in social interaction
- Restricted, repetitive patterns of behavior and/or interests
- Unusual responses to sensory experiences
- Difficulties with change of routine, schedule

U. S. Federal Education Definition: Section 300.8
Critical Life Long Goals
(Oregon Regional Programs Autism Working Group)

- To tolerate people and value interactions
- To communicate intentionally and effectively
- To organize information and learn meanings/purposes
- To tolerate change and accept new experiences
- To be independent of constant verbal directions
- To self-monitor and manage stress
Building Sustainable Systems of Support Within Local School Districts

What:
- Focus on positive outcomes for:
  - Students, Staff and Parents

Why:
- Research guides us:
  - Effective practices for students
  - Effective staff development

How:
- Empower school districts:
  - Implementation and training sites throughout the state/district
  - Practical solutions for teachers
  - District level coaches for sustainability
Effective School Programs Should Use……

✨ Evidence-based Instructional Strategies
  • National Standards Report
  • National Professional Development Center Report

AND

✨ Research-based Curricula/Tools
National Standards Project: Phase I and II 2009 and 2015

✧ Evidence-Based Practice and Autism in the Schools (National Autism Center, 2009, 2015).

✧ Comprehensive analysis of available evidence about educational treatments for children with autism.

✧ Reviewed and analyzed hundreds of research articles.
<table>
<thead>
<tr>
<th>Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD</th>
<th>Antecedent Package</th>
<th>Behavioral Package</th>
<th>Story-based Intervention Package</th>
<th>Modeling</th>
<th>Naturalistic Teaching Strategies</th>
<th>Peer Training Package</th>
<th>Pivotal Response Treatment</th>
<th>Schedules</th>
<th>Self-management</th>
<th>Comprehensive Behavioral Treatment for Young Children</th>
<th>Joint Attention Intervention</th>
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<td>Discrete Trial Training</td>
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**Parent Implemented Intervention**

The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involve parents implementing the intervention.

**Social Skills Training Groups**

Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.

**Speech Generating Devices**

Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.

**Computer Aided Instruction**

Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.

**Picture Exchange Communication**

Picture Exchange Communication System was identified as an emerging practice by the NSP.

**Extinction**

Extinction (Reductive Package) was identified as an emerging practice by the NSP.
Evidence-based Practices
National Standards Report: Phase 1 and 2

Pattern of findings suggest that treatments from the behavioral literature have the strongest research support at this time.

Identified 14 Established Treatments

Comprehensive behavioral packages have the most evidence.

www.nationalautismcenter.org
National Standards Project: Phase 2
Established Treatments

- Comprehensive Behavioral Treatment for Young Children (discrete trial)
- Behavioral Interventions (ABA methods)
- Pivotal Response Training
- Schedules (student schedules)
- Language Training (e.g. modeling verbalizations for the student to imitate)
- Self-management (promoting independence)
- Modeling (imitation of target behavior)
- Naturalistic Teaching Strategies (child-directed to teach functional skills)
- Scripting
- Peer Training Package
- Parent training
- Cognitive Behavioral Intervention
- Story-based Intervention Package
- Social Skills Package
What is Applied Behavior Analysis (ABA)?

✧ Refers to methods that change behavior in systematic and measurable ways

✧ Common Themes of applied behavior analysis interventions:
  • Baseline data is collected and analyzed
  • Assessment through observation of behavior, antecedents and consequence
  • Instruction guided by changing antecedents and consequences
  • Structured learning opportunities in 1:1, small group, and natural environment settings
  • Data collection is used to determine progress and address program modifications

✧ An effective program uses ABA to teach new skills (within a developmental curriculum) and to address challenging behaviors.
Comprehensive Behavioral Treatment

0-9 age range

- Applied Behavior Analysis
- Early Intensive Behavioral Intervention
  - Follows a curriculum for students with autism

Examples:
- Discrete Trial Training
- Incidental Teaching
- Other ABA Interventions
National Standards Report
Established Treatment

Pivotal Response Training

3-9 age range

Focus on pivotal behaviors that impact a wide range of functioning
Self-management

Motivation
Self-initiations
Responsivity to multiple cues
National Standards Report
Established Treatment

Behavioral Interventions

- 3-21 age range
  - Applied Behavior Analysis
  - Behavioral Psychology
  - Positive Behavior Supports

Examples:
- Discrete Trial Training
- Functional Communication Training
- Token Economy
National Standards Report
Established Treatment

Language Training

- 3-9 age range
  - Applied Behavior Analysis
  - Behavioral Psychology
  - Positive Behavior Supports
  - Examples:
    - Discrete Trial Training
    - Verbal Language Training
Evidence-based Strategies: Video Examples and Progress Video

Pivotal Response Training (PRT): Expressive Language

Discrete Trial Training (DTT): Receptive Language

Self-Management: Functional Routines

Progress: Two Years Later
Scripting

3-14 age range

Language Training
Provides a Script for Student to Follow During Situations

Examples:
Verbal/written/visual scripts
National Standards Report
Established Treatment

Self-management

15-21 age range

Promotes independence
Teaches students with ASD to regulate their own behavior
Self-reinforce

Examples:
Task Analysis
Checklists
Wrist counters
Visual Prompts
Using Scripting and Modeling: Example
National Standards Report
Established Treatment

Schedules

3-9 age range

Presentation of task list that communicates a series of activities

Examples:
- Written words
- Pictures/Photos
- Work Stations
- Reinforcement Strategies
Student Schedules: Examples
Peer Training Packages

3-14 age range

Teaching students without disabilities strategies for facilitating play and social interactions

Examples:
- Peer Networks
- Circle of friends
- Peer-mediated social interactions
Social Skills

- 13-18 age range
  - Socially appropriate behavior with others
  - Builds foundational skills for learning
  - Examples:
    - Sharing
    - Taking Turns
    - Social rules
Modeling

- 3-18 age range
- Demonstration of target behavior that results in an imitation of the target behavior
- Live modeling
- Video modeling
Peer Tutoring, Social Skills, Modeling:
Examples During Small Activities
Out of the Bag and Science
Naturalistic Teaching Strategies

0-9 age range

Child directed interactions
Within natural environment

Examples:
Incidental teaching
Mileu teaching
Embedded teaching
National Standards Report
Established Treatment

Story-based intervention package

- 3-14 age range
- Written description of the situation in which specific behaviors are expected
- Answer the “who”, “what”, “when”, “where” and “why”
National Standards Report
Established Treatment

Parent Training Package

0-18 age range

- Trains parents to implement evidence-based practices
- In vivo individual training
- Group training
Cognitive Behavioral Intervention

- 6-14 age range
- Focuses on interpersonal skills and personnel responsibility
- Emotional Regulation
- Manualized Cognitive Behavioral Programs
14 Established Treatments

Comprehensive behavioral packages have the most evidence

www.nationalautismcenter.org
Evidence-Based Strategies

Ideas for School Programs
Consistent Themes from the Research

- Importance of Early Intervention
- Sufficient Intensity
- Positive Behavior Intervention and Supports
- Staff Training
  - Fidelity
  - System wide
- Family Involvement and Parent Education
- Interventions Matched to Learner Characteristics
- Curriculum Content Appropriate
- Family Involvement and Parent Education
Curriculum Should

Address:
- Receptive Language Concepts
- Expressive Language Concepts
- Spontaneous Language Concepts
- Academic Skills
- Social Interaction Skills

Be Generalized Thru:
- **Functional Routines**
  - Preschool Routines
    - Snack, circle, centers
    - Transition
  - Elementary School Routines
    - Large group instruction,
    - Transition between classes
  - Middle/HS Routines
    - School and Community
Importance of Functional Routines

• Links skill acquisition to a functional outcome (Common Core State Standards)

• Focuses on access to the general education curriculum

• Teaches independence
Teachers Need Tools

- Comprehensive Curricula for students with ASD
- Visual Supports
- Progress Monitoring
- IEP Goals
- Training for General Educators
- Self-Assessment on Quality Program Indicators
- Augmentative Communication Systems
- Fidelity of Implementation Checklists
- Lesson Plans
- Technology
- Guides to the Common Core
- Transition Planning Across Grade Levels
- Post-secondary
## Curriculum, IEP Goals, State Standards, Evidence-based Practices, Instructional Content should work together.....

<table>
<thead>
<tr>
<th>Student Learning Profile/Assessment</th>
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<tbody>
<tr>
<td>• Conduct a comprehensive assessment</td>
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<tr>
<td>• Identifies present levels of performance</td>
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<tr>
<td>• Identifies next instructional targets (Lessons) for IEP Development</td>
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<thead>
<tr>
<th>Lesson Content</th>
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<tr>
<td>• Aligned to Common Core State Standards or Essential Elements</td>
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<tr>
<td>• Teaches to the content of standards and/or prerequisite skills needed to reach standards</td>
</tr>
<tr>
<td>• Instruction is provided in critical areas for students with autism including communication, self-management, social skills, and life skills.</td>
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<thead>
<tr>
<th>Evidence-based Instructional Methods/Practices</th>
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<tbody>
<tr>
<td>• Use of evidence-based strategies for teaching process</td>
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<tr>
<td>• Research-validated curriculum</td>
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</table>
Consistent Themes from the Research

- Importance of Early Intervention
- Positive Behavior Intervention and Supports
- Family Involvement and Parent Education
- Curriculum Content Appropriate
- Interventions Matched to Learner Characteristics
- Staff Training
  - Fidelity
  - System wide
- Sufficient Intensity

- Fidelity
- System wide

- Family Involvement and Parent Education
- Curriculum Content Appropriate
- Interventions Matched to Learner Characteristics
Intensity of Instructional Time

Considerations:

• Time of 1:1 instruction is an individual student decision.

• Instruction on routines should be conducted throughout the typical school day to generalize skills learned during the 1:1 direct instruction.

• ABA principles can be integrated throughout the student’s day.
Consistent Themes from the Research

- Importance of Early Intervention
- Sufficient Intensity
- Positive Behavior Intervention and Supports
- Staff Training
  - Fidelity
  - System wide
- Family Involvement and Parent Education
- Interventions Matched to Learner Characteristics
- Curriculum Content Appropriate
- Family Involvement and Parent Education
Research on Professional Development

- Content Focus
- Active Learning
- Coaching

- To achieve **fidelity of implementation** of behaviorally based curricula, it requires a system-wide response at the local level via in-service training that provides for on-going support (National Autism Center, 2009).

- Research has documented that when teachers are **engaged in active learning** (observation, practice and collaboration with professionals) they are more likely to improve their practice (Lieberman, 1996; Louks-Horsley, Hewson, Love, & Stiles, 1998).

- The best staff training includes **demonstration, coaching and follow-up training**. Bolton & Mayer (2008)
STAFF Training

✧ Fidelity of implementation
✧ System-wide
✧ On-going support
✧ Training should include:
  • Demonstration
  • Coaching
  • Follow-up training
Current ORPATS STAFF:

• Joel Arick, PhD  Shasta Quigley, M.S
• Jennie Willis, M.S.  Jenny Workman, M.S.
• Darby Lasley, M.S.  Kara Magee-Arick, M.S. BCBA
• Brenda Nakada, M.Ed.
• Karen Shepherd, M.S.

Parent Training Project:
• Brenda Nakada

General Education-HFA Project
• Lauren Loos, M.S and Sheila Magee, M.S.

Oregon Department of Education
• Lisa Darnold

STAR Autism Support, Northwest Regional ESD, Oregon Regional Programs, EI/ECSE Programs and the Oregon Department of Education Collaborate to administrate this project.
ORPATS: Statewide Training Network

Established 42 School District Training Sites modeling research-based methods and established a cadre of school district coaches.

Outcome data on student progress collected

(Adkison, Young, Parra, Lau, King, Gense and Johnson, 2003)

Educational Assessment
Receptive Language

Expressive Language

- Following 1 and 2 step commands
- 91% of students made progress from initial assessment to 17 month assessment

- Using words to answer questions
- 73% made progress
Training Process

- Workshops
- Training in assessment and program development
- Classroom consultation
- Fidelity of implementation checklists
Individual Student Supports and Planning

Team members work together to develop student programs and schedules
Variety of Research-based Tools Provided
### Example Fidelity Checklists: Preschool/Elem

<table>
<thead>
<tr>
<th>ORPATS Implementation Checklist</th>
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<tbody>
<tr>
<td><strong>Staff Standards</strong></td>
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<tr>
<td>Teacher</td>
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<tr>
<td>At least one Instructional Assistant</td>
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<td>At least one Specialist</td>
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<tr>
<td>Comments</td>
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<thead>
<tr>
<th>ABA Program Planning and Implementation</th>
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<tbody>
<tr>
<td>Can demonstrate the three behavioral methods (DT, PRT, FR).</td>
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<td>Can manage student behavior using the basic behavioral principles.</td>
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<tr>
<td>Can manage student behavior using appropriate consequences.</td>
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<td>Can observe antecedents in order to change behavior.</td>
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<td>Can use data to modify DT/PRT/FR programs and report progress.</td>
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<td>Can get child’s attention and provide an appropriate cue</td>
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<tr>
<td>Can describe the use of a functional assessment, behavior plans, and data collection for making decisions to change behavior.</td>
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<tr>
<td>Can complete the student learning profile and explain it to parents and others.</td>
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<tr>
<td>Can select appropriate DT/PRT/FR programs for each student based on the student learning profile or other curriculum based assessments.</td>
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<td>Reinforces child at appropriate times to increase appropriate behavior</td>
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<td>Can teach parents to help their child learn to generalize skills at home.</td>
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<td>Can modify his/her behavior in order to accommodate the student’s behavioral needs (e.g., makes tasks easier when needed, provides needed reinforcers to prevent behavior issues, varies programs as needed).</td>
</tr>
<tr>
<td>Using ABA programs, can teach 1) receptive language, 2) expressive language, 3) spontaneous language, 4) social interaction and play, 5) functional routines, and 6) preacademic skills. <strong>NOTE: if help is needed to teach any of these 6 skill areas, please list the skill where teaching help is needed in the comments section.</strong></td>
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<th>Discrete Trial (DT)</th>
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<tr>
<td>Can demonstrate DT basic teaching strategies (e.g., cue/response/consequence, correction procedures, and data collection).</td>
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<td>Can demonstrate DT introduction procedures for introducing new target skills during instruction.</td>
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<td>Can demonstrate DT advanced strategies (e.g., programming, generalizing skills, fading).</td>
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<tr>
<td>Can demonstrate how to implement DT initial level programs (e.g., object imitation, matching, receptive labels)</td>
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<tr>
<td>Can demonstrate how to implement DT mid level programs (e.g., accelerated labels, identifying people, emotions)</td>
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<tr>
<td>Can demonstrate how to implement DT advanced level programs (e.g., functions of objects, opposites, academics)</td>
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* -not often needing this level but would be fine if they did.
Empower School Districts
Administration, Instructional Staff, Parents, Students
Training Site Development Process

Training Site
Organized to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the student's instructional day.

Coach
A coach is available to assist with the training of others and replication of the program at other locations.

Classroom
Classroom staff attend workshops, visit training sites and collaborate with coaches as necessary.
Additional Components of a District Wide Model

❖ ASD Program Self-Assessment

Obtain further information on the Self-Assessment at: sa.orpats.org

❖ General Education Training

❖ An On-line resource to train General Educators
ASD Program Self-Assessment and Action Plan

Developed by the Oregon Commission on Autism Spectrum Disorders

Implementation Collaboration:
• Oregon Department of Education
• Oregon Program Autism Training Sites and Supports (OrPATS)
• Oregon Regional Programs

A copy of the Self-Assessment and Action Plan and Oregon Guidelines are available at www.sa.orpats.org
On-line Self-Assessment and Action Plan:
http://sa.orpats.org/home
On-line ASD Program Self-Assessment and Action Plan

✧ Conduct a Program Self-Assessment to help identify training/resource needs
  • Assesses level of implementation
  • Identifies priority training/resource needs
  • Team develops an Action Plan
  • On-line system provides assessment reports

✧ A copy of the Self-Assessment protocol is available at sa.orpats.org (click “About Us”)

✧ Logins for the Online Assessment are available by e-mailing information@orpats.org

✧ Demonstration of the System
Supporting Educators Serving Students with

Autism Spectrum Disorders in General Education Settings

www.orpats.org
On Line Training for Teachers
The Training Modules

Module 1
Characteristics of ASD and how these characteristics affect learning

Module 2
Information about effective teaching strategies

Downloadable Forms

Environmental Structure
- Supports for Transitions
  - Picture Schedule
  - Simple Written Schedule
- Written Schedule by Time
- Written Schedule Template
- Work Tasks
  - How to do my work
  - School Project
- Organizational Systems
  - Personal space
  - Clean Desk
- Task Completion
  - Stoplight

Reinforcement Strategies
- Token Systems
- Token Board
- Choice Boards
- Choice Wheel

Social Skills
- Social Supports
- Hello Game
- Turn Taking
- Rule Reminders
- CircleRules
- prezi_dl-FirstThen
OrPATS Virtual Resources

Webinars, Multimedia and Downloads

Participating in our training sessions allows you access to specific online training tools. If you received a login for either our Teacher Training Prezi portal or our Webinars, enter them below to access our virtual training tools. If you have attended a workshop and did not receive credentials please contact misten.daniels@starautismsupport.com for details.

Multimedia and Downloads

OrPATS (Oregon Program Autism Training Sites & Supports) has created an online professional
Fall OrPATS Workshops

http://www.orpats.org/training/get-training/scheduled-workshops/

✧ The following workshops for instructional staff are being offered in collaboration with each of the eight Oregon Regional Programs:
  • Implementing evidence-based strategies for pre-school/elementary students
  • Implementing evidence-based strategies for secondary/post-secondary students
  • Implementing a parent training program for early childhood students
  • New Autism Specialist/Consultant Training

✧ Workshop dates/times/locations are being posted to the Orpats.org website and most regional program websites.

✧ Release time reimbursement funds are available through OrPATS to attend these workshops
New Training and Support Now Available

- Autism Teams Project
  - Early Childhood Teams from each Region
  - Post-secondary Teams from each Region

- New Autism Specialist/Consultant Training

For further information contact the OrPATS Autism Specialist for your region listed on the OrPATS website
Consistent Themes from the Research

- Importance of Early Intervention
- Sufficient Intensity
- Positive Behavior Intervention and Supports
- Staff Training
  - Fidelity
  - System wide
- Interventions Matched to Learner Characteristics
- Curriculum Content Appropriate
- Family Involvement and Parent Education
Parent Involvement

National Autism Center (2009):

“The values and preferences of parents, care providers, and the individual with ASD should be considered.”

National Research Council (2004):

Characteristics of effective interventions include “inclusion of a family component, including parent training.”
References


