Evidence-Based Practices in Autism Spectrum Disorders: What Are They and How Can We Implement Them?

Lisa Sullivan, PhD
Goals for This Presentation

- Give an overview of NPDC and Evidence Based Practices (EBPs)
- Provide resources related to EBPs from NPDC
Why we use EBPs?

• Research supported
• Increased evidence of effectiveness
• Better chance of success
• Best practice
• Informed clinical decisions
• The standard for medicine, psychology, education, and allied health
• It’s the law - NCLB
Goals of the NPDC

• Promote optimal learning for students with ASD and support for their families through use of evidence-based practices (EBP)

• Increase state capacity to implement EBPs in early identification, intervention, and education

• Increase the number of highly qualified personnel serving children with ASD through sustainable technical assistance and professional development
NPDC EBPs

- Antecedent-based interventions*
- Computer-aided instruction*
- Differential reinforcement
- Discrete trial training
- Extinction
- Functional behavior assessment
- Functional communication training*
- Naturalistic interventions*
- Parent-implemented intervention*
- Peer-mediated instruction/intervention*

- Picture Exchange Communication System*™
- Pivotal response training*
- Prompting
- Reinforcement*
- Response interruption/redirection*
- Self-management*
- Social narratives
- Social skills training groups
- Speech generating devices
- Structured work systems*
- Task analysis
- Time delay*
- Video modeling
- Visual supports*
# Practices by Age and Domain

<table>
<thead>
<tr>
<th>Evidence-Based Practices</th>
<th>Academics &amp; Cognition</th>
<th>Behavior</th>
<th>Communication</th>
<th>Play</th>
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Let’s Walk Through an EBP Brief

• Briefs contain the key elements of the module
  – Overview
  – Evidence Base
  – Step by Step Directions
  – Implementation Checklist
  – Data Collection Sheets
Where are the briefs and modules found?
Where are the Briefs and Modules?

• NPDC Website: http://autismmpdc.fpg.unc.edu/

• Just set up a user name and password on NPDC and AIM websites and the resources are available.

• Let’s do this now…
Let’s Walk Through a sample Autism Internet Module

- Modules contain:
  - Overview of the practice
  - Evidence Base for the practice
  - Step by Step Directions
  - Implementation Checklist
  - Data Collection Sheets
  - Case Studies
  - Video Examples
  - Activities
  - Glossary
  - Frequently Asked Questions
Let’s Walk Through a Sample of Step by Step Directions

• Outlines steps to take prior to implementing the practice.

• Outlines steps necessary to monitor implementation.
Let’s Walk Through an Implementation Checklist

• Parallels the Step by Step Directions

• Provides a system for trainers to support and monitor implementation.

• NPDC Collects the baseline checklist and an end of the year checklist.
Goal Attainment Scaling
Summarizing progress on IEP objectives
Goal Attainment Scaling (GAS)

- What is it?
  - A method for measuring amount of progress made on a goal, objective, or benchmark.
  - Content free
  - Allows progress to be easily summarized across multiple goals or students
  - Not a substitute for objective measurement or progress – it’s a supplement
## Goal Attainment Scaling Form

<table>
<thead>
<tr>
<th>Level Of Attainment</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
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<tbody>
<tr>
<td>Much less than expected</td>
<td>-2</td>
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<td>Somewhat less than expected</td>
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<tr>
<td>Expected level of outcome</td>
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<td>Somewhat more than expected</td>
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<td>Much more than expected</td>
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<td>Comments</td>
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Goal Attainment Scaling

- Much more than expected = +2
- More than expected = +1
- Expected outcome = 0
- Less than expected = -1
- Much less than expected = -2
- Baseline level
Activity: Shaping the behavior of those we love

• Use the form in your packet
• Identify a behavior you would like to see increase – write a measurable objective for this defining the target behavior for six months from now – BE REALISTIC!
• Write the current baseline level of this behavior
• Describe a much better than expected outcome (+2)
• Identify a much worse than expected outcome (-2)
• Identify the midpoints
Which EBP’s to use?

• Use GAS to select priority goals

• EBP charts help determine which practices will work best for your individual student

• Use your professional judgment, consult with families and educational team
Resources

• National Professional Development Center
  http://autismmpdc.fpg.unc.edu

• National Research Council
  http://www.nap.edu/catalog.php?record_id=10017

• National Standards Project
  www.nationalautismcenter.org

• California State Guidelines
  http://www.dds.ca.gov/Autism

• Autism Internet Modules
  http://www.autisminternetmodules.org
Additional Resource
UCEDD Modules

• [http://www.ucdmc.ucdavis.edu/ddcenter/CEDD_ourproducts.html#online](http://www.ucdmc.ucdavis.edu/ddcenter/CEDD_ourproducts.html#online)
THANK YOU
Questions?