

National Professional Development Center on Autism Spectrum Disorders



**A multi-university center
to promote the use of
evidence-based practices
for children and
adolescents with ASD**



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS



NPDC Sites

- FPG Child Development Institute, University of North Carolina at Chapel Hill
 - PIs: Sam Odom and Deborah Hatton
- Waisman Center, University of Wisconsin- Madison
 - PIs: Len Abbeduto and Linda Tuchman-Ginsberg
- M.I.N.D. Institute, University of California at Davis
 - PIs: Sally J. Rogers and Peter Mundy

www.fpg.unc.edu/~autismPDC



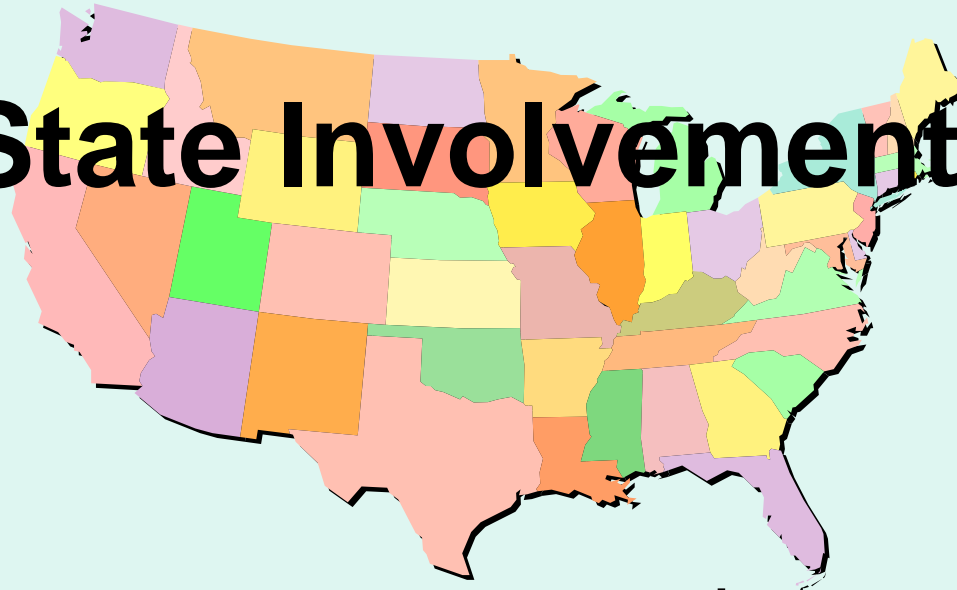
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Goals of the Center

- Promote optimal learning for infants, preschoolers, elementary and secondary 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



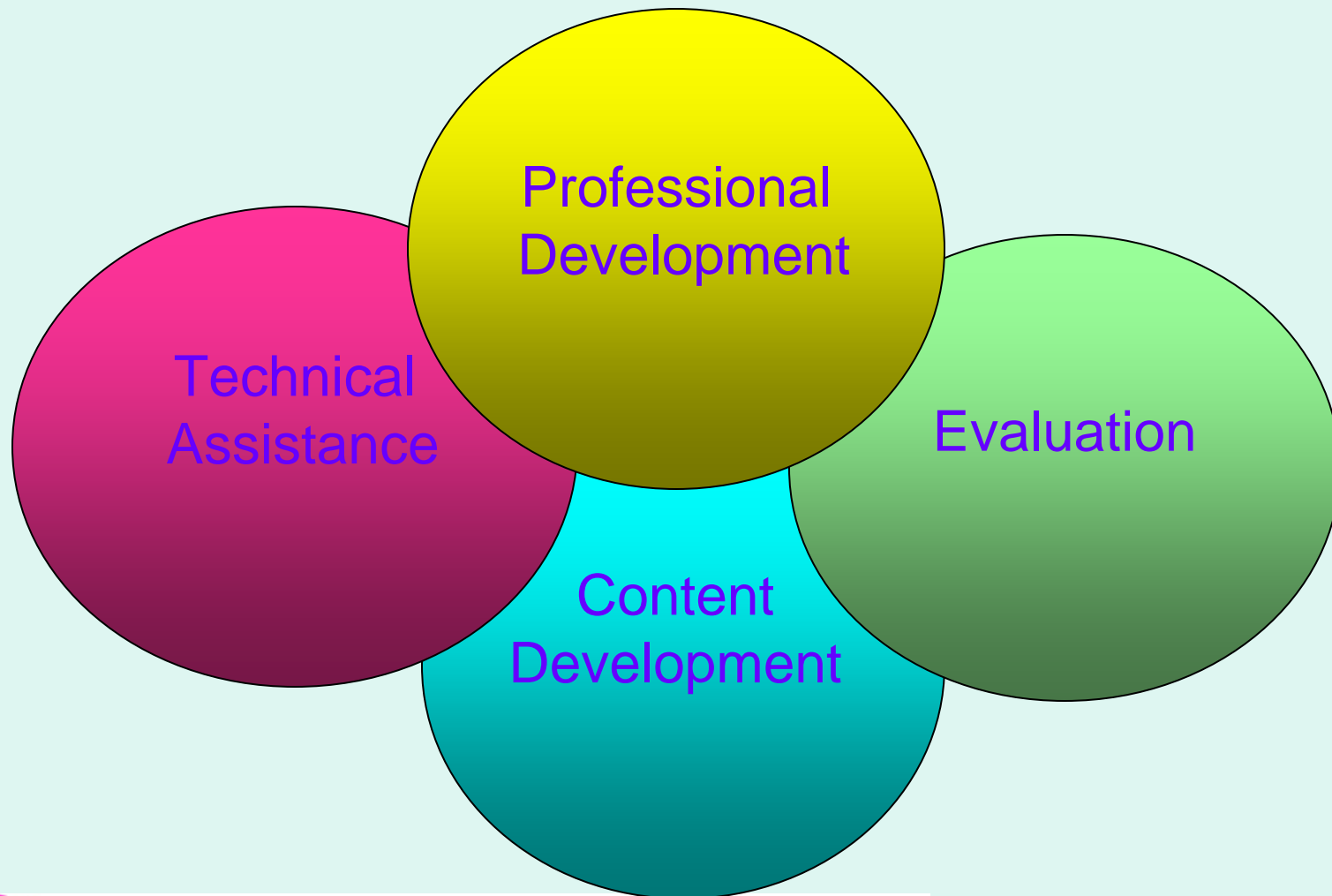
State Involvement



- Year 1: master content and process, working with NPDC staff
- Year 2: begin training additional state personnel with NPDC staff support
- Years 3 → continue state training
- Total number of states: 12: IN, WI, NM



What Can NPDC Provide?



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Content Development

Identify/define criteria for evidence

Identify evidence-based practices

Develop online introductory course on ASD

Develop modules on evidence-based practices

Provide content of summer institute



Content Development Products

- Project Website
- Assessment Instruments
 - Autism Program Environment Rating Scale (APERS)
 - Autism Evidence-Based Practices Inventory
 - Fidelity Implementation Checklists
- Web-based Modules
- Online Course
- National Network for Information Dissemination



What is an EBP?



- An educational practice that has been tested in more than one strong scientific study and found to be effective
 - Using a randomly assigned groups, or other types of good comparison groups
 - Or, using single subject designs in repeated studies by several different investigators
 - Or a combination of these two



Modules: Evidence-Based Practices by Domain and Age

Evidence-Based Practices	Academics & Cognition			Behavior			Communication			Play			Social			Transition		
	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH
1. Behavioral Strategies																		
1a. Prompting																		
1b. Time delay																		
1c. Reinforcement																		
1d. Task analysis & chaining																		
1e. Shaping																		
2. Computer Assisted Instruction																		
3. Differential Reinforcement																		
4. Discrete Trial Training																		
5. Extinction																		
6. Functional Behavioral Assessment																		
7. Functional Communication Training																		
8. Independent Work Systems																		
9. Naturalistic Interventions																		
10. Parent Training																		
11. Peer Mediated Instruction & Intervention																		
12. Picture Exchange Communication System																		
13. Pivotal Response Training																		
14. Positive Behavioral Support																		
15. Response Interruption & Redirection																		
16. Self-Management																		
17. Social Skills Groups																		
18. Social Stories																		
19. Stimulus Control & Environmental Modification																		
20. Video Modeling																		
21. Visual Supports																		
22. Verbal Output Communication Aid or Speech Generating Devices																		

EC = Early Childhood; EL = elementary, MH = middle and high school



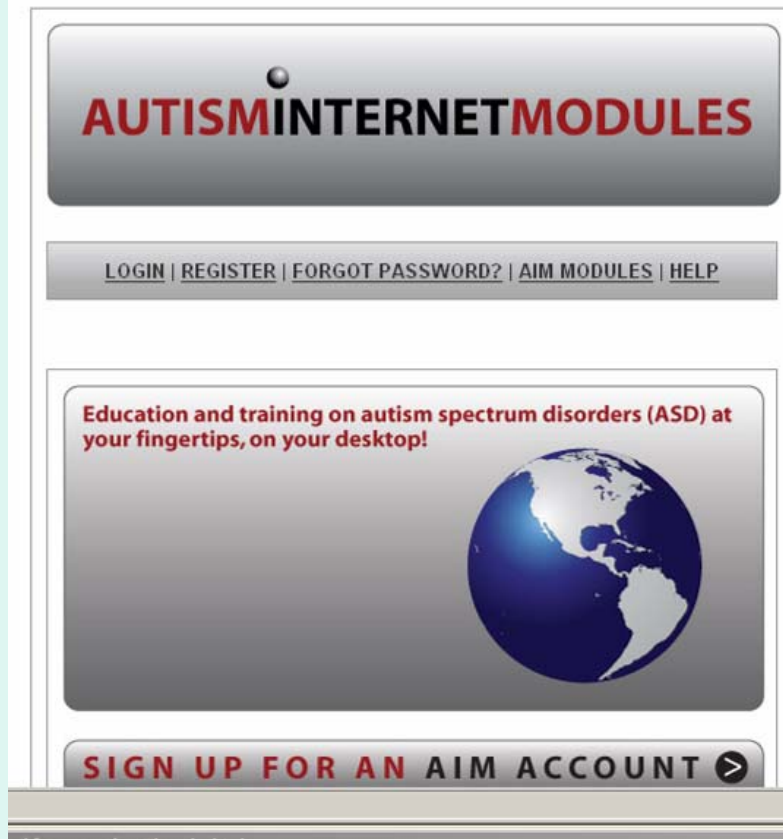
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Web-based Module Contents

- **Pre-Test/Post-Test**
- **Contextual Information**
- **Step by Step Instructions**
- **Case Examples**
- **Video Examples**
- **Implementation Check List**
- **Evidence-Base**
- **Resources**




Collaboration with OCALI and NATTAP for Module Development



AUTISM INTERNET MODULES

[LOGIN](#) | [REGISTER](#) | [FORGOT PASSWORD?](#) | [AIM MODULES](#) | [HELP](#)

Education and training on autism spectrum disorders (ASD) at your fingertips, on your desktop!



SIGN UP FOR AN AIM ACCOUNT ➔



OCALI

OCALI | Ohio Department of Education | Office for Exceptional Children

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 Geneva Centre
for Autism
Where hope takes wing

 **ASA**
Autism Society of America

 Nebraska Autism
Spectrum Disorders
NETWORK

 **OAR**

**YOUR LOGO
HERE**

Professional Development

Structured teaching and learning experiences that are

formalized and designed to support the acquisition of

professional knowledge, skills and dispositions

and applied in practice.

National Professional Development Center on Inclusion, 2007



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Professional Development

Online introductory course on ASD

EBP training modules

Intensive 5 day training institute

Model sites across age levels

2 years of training, technical assistance



Professional Development

Intensive Summer Institute

1. Increase knowledge of EBP
2. Identify elements of high quality programs
3. Build networking, collaboration and skills of members of state autism training team
4. Develop plans for model sites and for dissemination across state



NPDC Collaboration with State

- **Begins with Support for Strategic Planning Activities**
 - And State Interagency Planning Group of stakeholders
 - NPDC-Autism Staff
 - Liaison person
- **Provides Support to State Training Team**
 - Provides Year 1 Training
 - Provides consultation and TA during Year 1 -2
 - Supports the team during Year 2 Training
 - Team takes over training Year 3 and after
- **Provides Support to Model Site personnel**
 - Provides Year 1 Training
 - Provides consultation/TA during Years 1-2
 - Supports them with Year 2 Training
 - Team takes over Year 3 and after

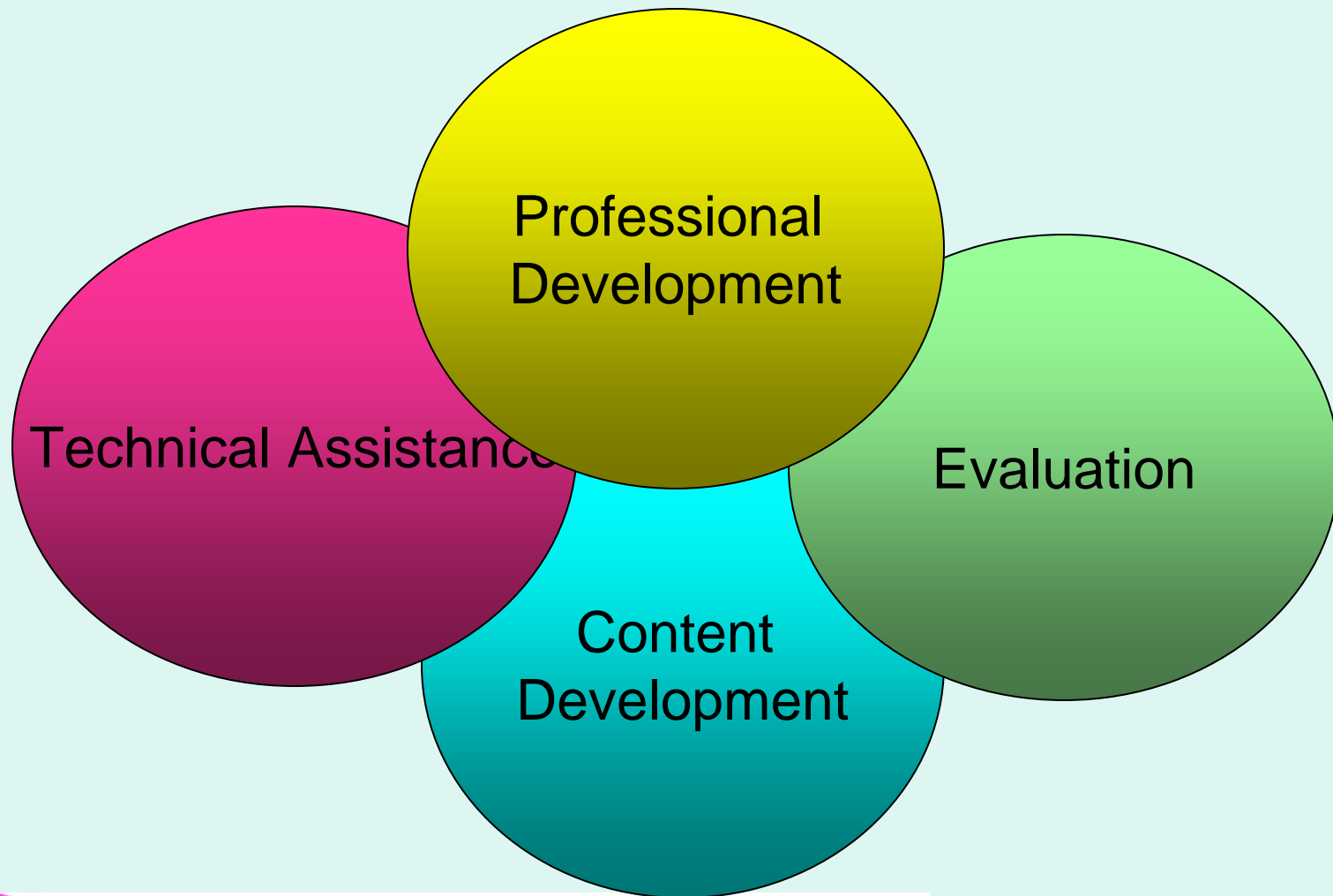


Evaluation

- Content
- Professional Development
- Technical Assistance
- Outcomes
 - Child
 - Family
 - Practitioner
 - Systems




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National Professional Development Center on ASD



Assisting state teams to increase the use of empirically supported practices through a trainer of trainers model

Cooperative Agreement H 35G 070004
U.S. Department of Education, Office of Special Education Programs
This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



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Site last updated 11/192007



New Mexico's Involvement

- Year One
 - First training group selected
 - Completed online modules
 - Completed one week training institute in summer 08
 - Trainees included:
 - Classroom personnel from model sites
 - UNM/NMSU College of Education
 - Trainers from CDD/Autism Programs
 - REC Director
 - State Agency Rep: NM PED, DOH/FIT
 - Parents



New Mexico's Involvement

- Model Sites
 - Preschool – Rio Rancho
 - Middle School (2) – Albuquerque
- Sites have begun to implement evidence based practices
- First technical assistance visit occurred in October, 2008
- Phone consults with each site weekly or bimonthly
- Second technical assistance visit will occur in Jan 2009



New Mexico's Involvement

- Jan, 2009- July 2009
 - Additional technical assistance for sites
 - Planning for Summer Institute, 2009
 - New Mexico Training Team will plan and present with NPDC staff with goal NM taking lead in future
- Recruitment of new model sites
 - Original plan was to have an elementary site and high school site;
 - Location: Southern/Northern NM



New Mexico's Involvement

- Criteria for model site:
 - Administrative support at building and district level
 - Resources to form a team of 4-6 teachers, administrators, related service personnel, parents and/or assistants
 - Complete autism foundation online course
 - Attend intensive 5 day summer training institute
 - Be willing to implement evidence-based practices and to be assessed on fidelity of implementation
 - Be willing to have visitors, be videotaped
 - Serve as a learning site for other schools that want to implement EBPs



New Mexico's Involvement

- Criteria for Autism Training Team
 - Be willing to provide TA/consultation in district or state
 - Have representation from state agencies, parents, individuals experienced with working with students with ASD,
 - Complete online training course
 - Attend 5 day summer institute
 - Learn to use APERS and evidence based practice fidelity checks
 - Provide TA/consultation to model sites



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