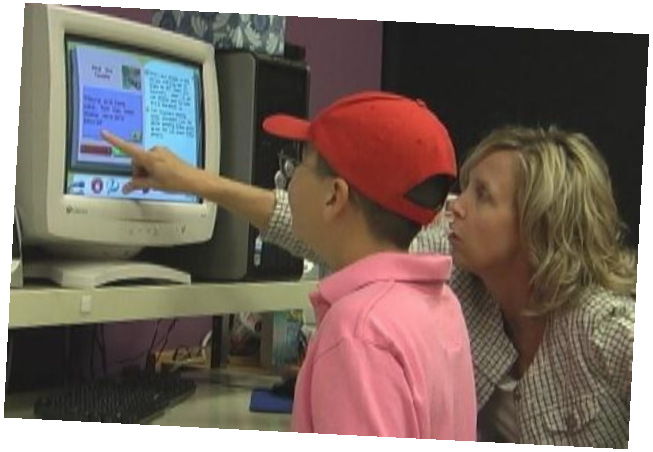
# Promoting Evidence-Based Practices for Learners with Autism Spectrum Disorders in the United States



**Samuel L. Odom**

University of North Carolina at Chapel Hill

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

IDEAs that Work
U.S. Office of Special Education Programs

# IMPORTANT QUALIFIER

- All of this information about program quality was developed for programs in the U.S.
- Material and techniques developed in one country do not automatically transfer to other countries
  - It is more than a matter of translating words
  - Cultural issues may affect how practices can be implemented

# National Contexts for Service in US

# Behavioral Intervention Programs for Individuals with Autism and Families in U.S

- Public Schools
  - Special Education Services
  - Early Intervention Services
  - Federal law-IDEA

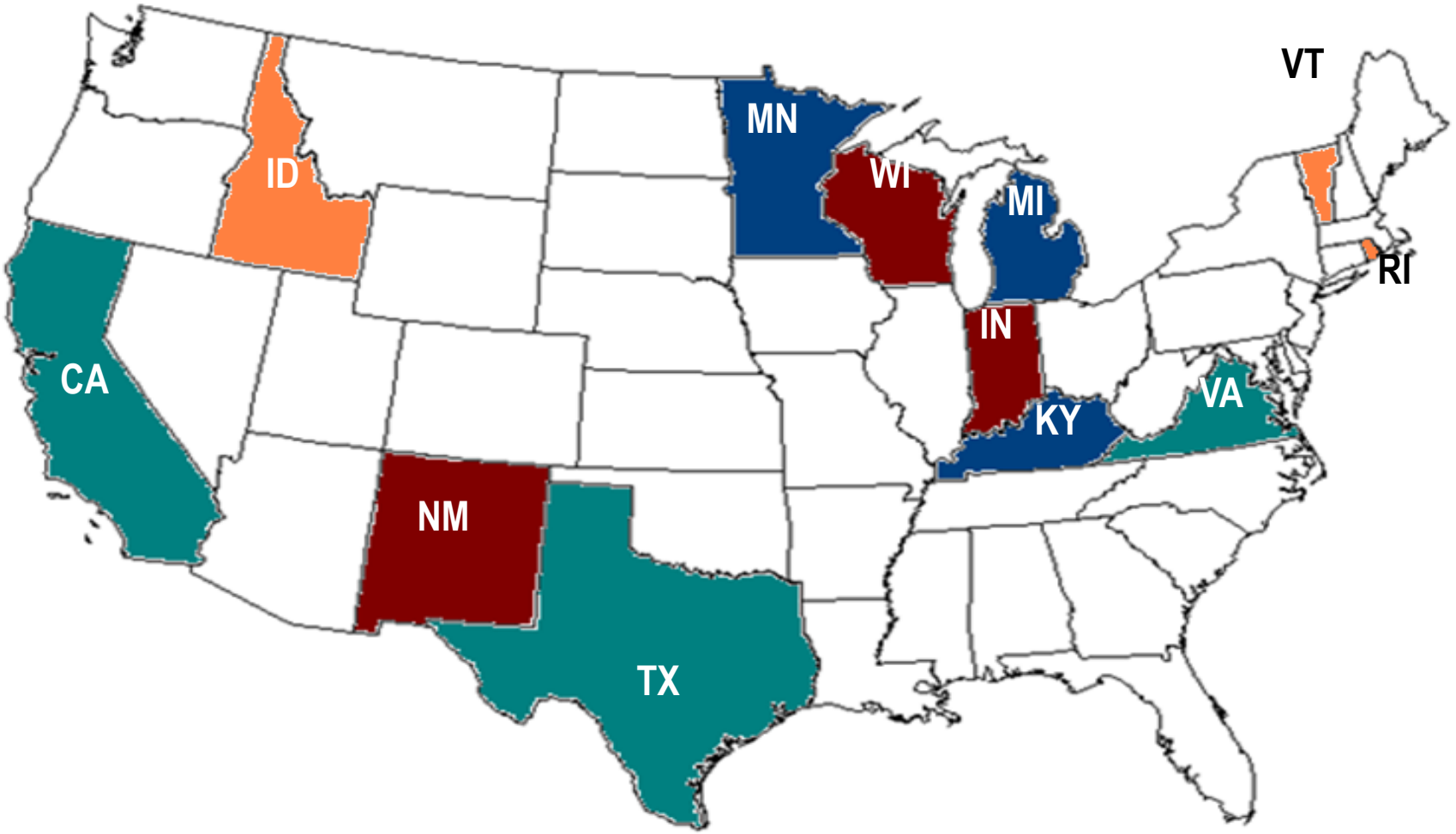
# Behavioral Intervention Programs for Individuals with Autism and Families in U.S

- Clinical intervention
  - Health insurance
  - Federal/ funds (Medicaid)
  - Private Funds

# Behavioral Intervention Programs for Individuals with Autism and Families in U.S

- Adult services
  - NGOs
  - Division of Vocational Rehabilitation

# States Generally Responsible for Service



# Much Autism Intervention Research Has Been Conducted

- Development of Comprehensive Treatment Models
  - Lovaas Institute
  - TEACCH Model
  - Early Start Denver Model
- Focused Intervention Practices
  - Discrete trial training
  - Positive behavior supports
  - Pivotal Response Training
  - Naturalistic Intervention
  - Parent-implemented intervention

# Concern Is that Local Programs Do Not Select Practices Based on High Quality Research

- Multiple efforts to identify EBPs
  - National Standards Project
  - National Professional Development Center on Autism Spectrum Disorders
- Efforts to examine quality of programs
  - Autism Program Environments Rating Scale (APERS)

# Equity as a Concept for Judging Services

- Britto, Yoshikowa, & Bollers (SRCD Social Policy Report)
- Model for international early child development programs (ECD Programs)
- Proposed the concept of equity as a measure for judging countries efforts

Equity = access + quality

# National Professional Development Center on Autism Spectrum Disorders

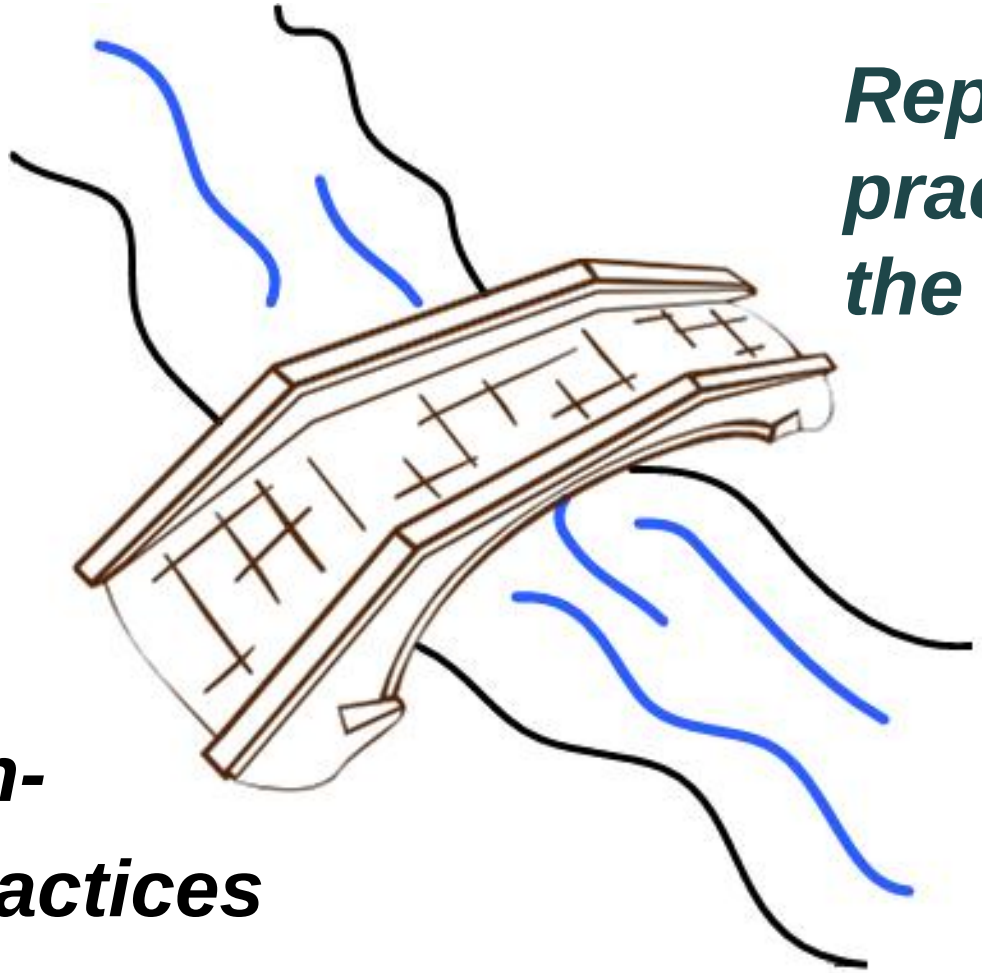
**A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders**

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

# Center Staff

| FPG Child Development Institute Univ. of NC-Chapel Hill | M.I.N.D. Institute Univ. of CA-Davis Medical Center | Waisman Center Univ. of WI-Madison |
|---|---|---|
| Sam Odom, PI<br>Ann Cox, Director | Sally Rogers, Co – PI<br>Sally Ozonoff, Co – PI | Len Abbeduto, Co – PI<br>Linda Tuchman-Ginsberg, Co – PI |
| S. Kucharczyk<br>E. Shaw<br>M. Brock<br>G. Van Ark<br>C. Sidor | L. Sullivan<br>A. Stabel<br>L. Vismara<br>A. Mastergeorge<br>D. Hatten | E. Franzone<br>K. Szidon<br>L. Collet-Klingenberg<br>T. Henning<br>J. Shears |

# Bridge the Gap



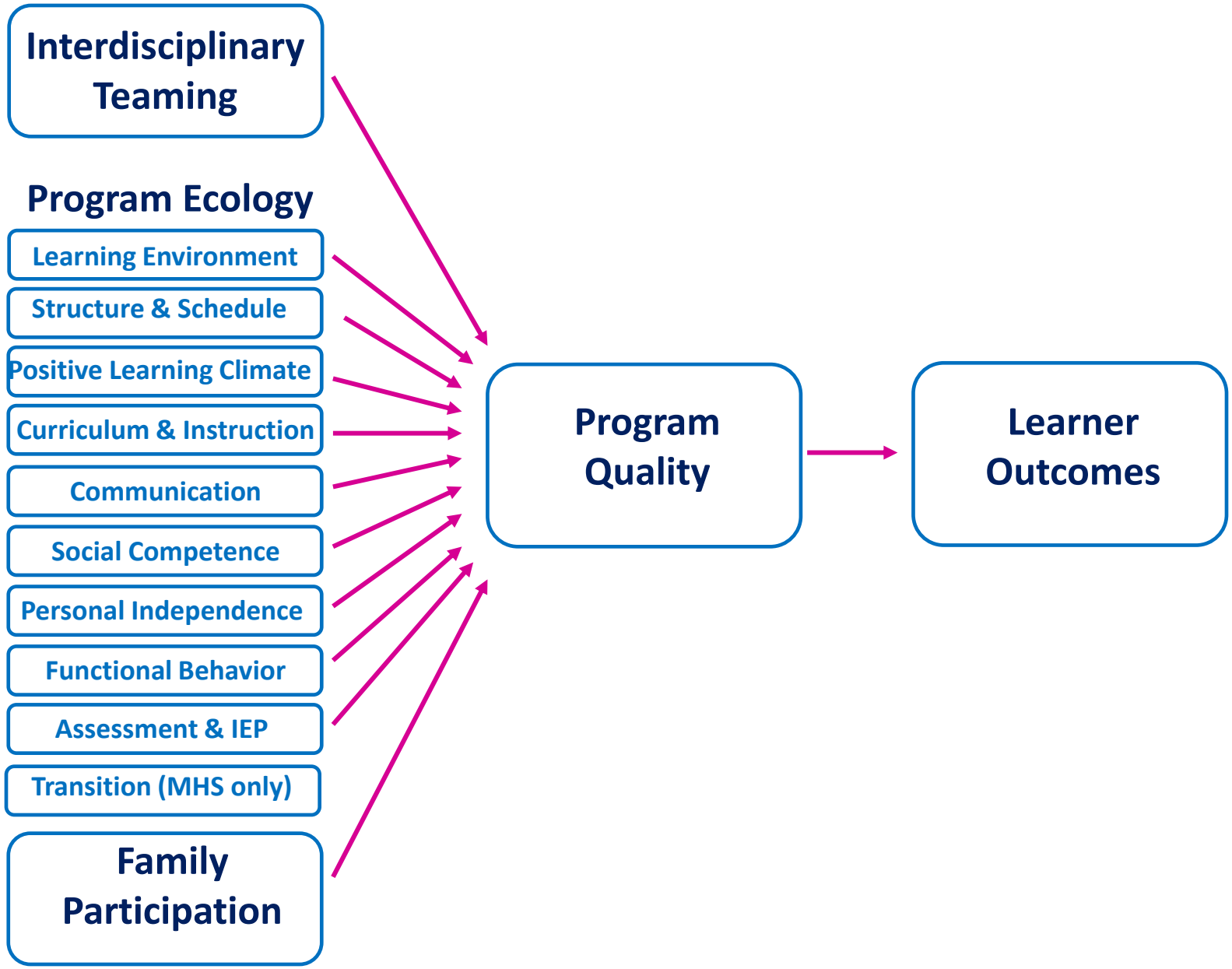
***Replicable practices in the classroom***

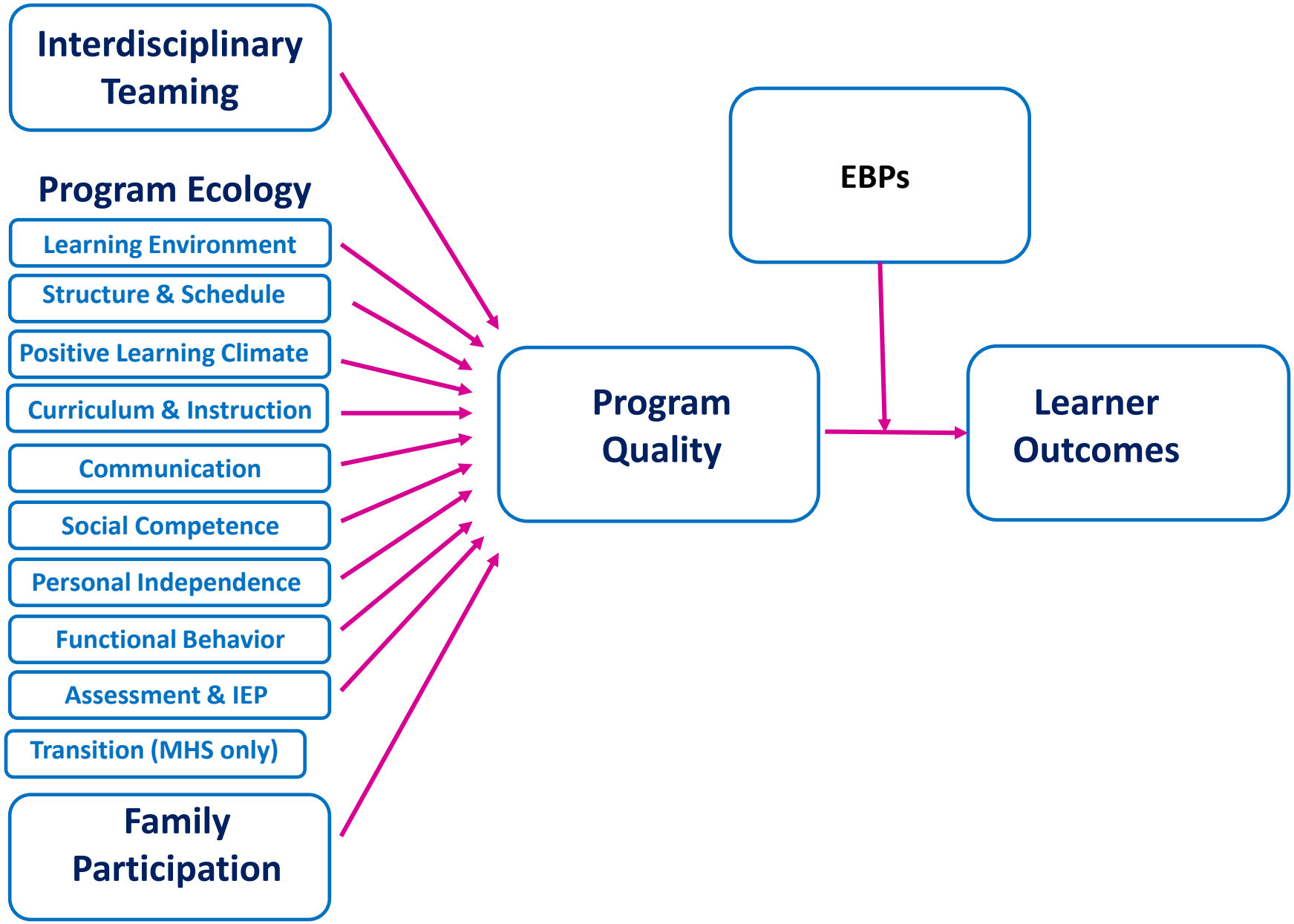
***Research-based practices***

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

# To Establish a Foundation of Program Quality We:

- Developed an assessment of program quality: Autism Program Environment Rating Scale (APERS)
- Use the scale to provide information about quality


Interdisciplinary Teaming
Program Ecology
Learning Environment
Structure & Schedule
Positive Learning Climate
Curriculum & Instruction
Communication
Social Competence
Personal Independence
Functional Behavior
Assessment & IEP
Transition (MHS only)
Family Participation
Program Quality
Learner Outcomes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EBPs
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Learner Outcomes

# To Promote Practitioners' Uses of Evidence-Based Practices We:

- Reviewed the literature and identifying practices with sufficient support
- Translated interventions from scientific literature into practices teachers can use.

# Assessing Use of EBP

- 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

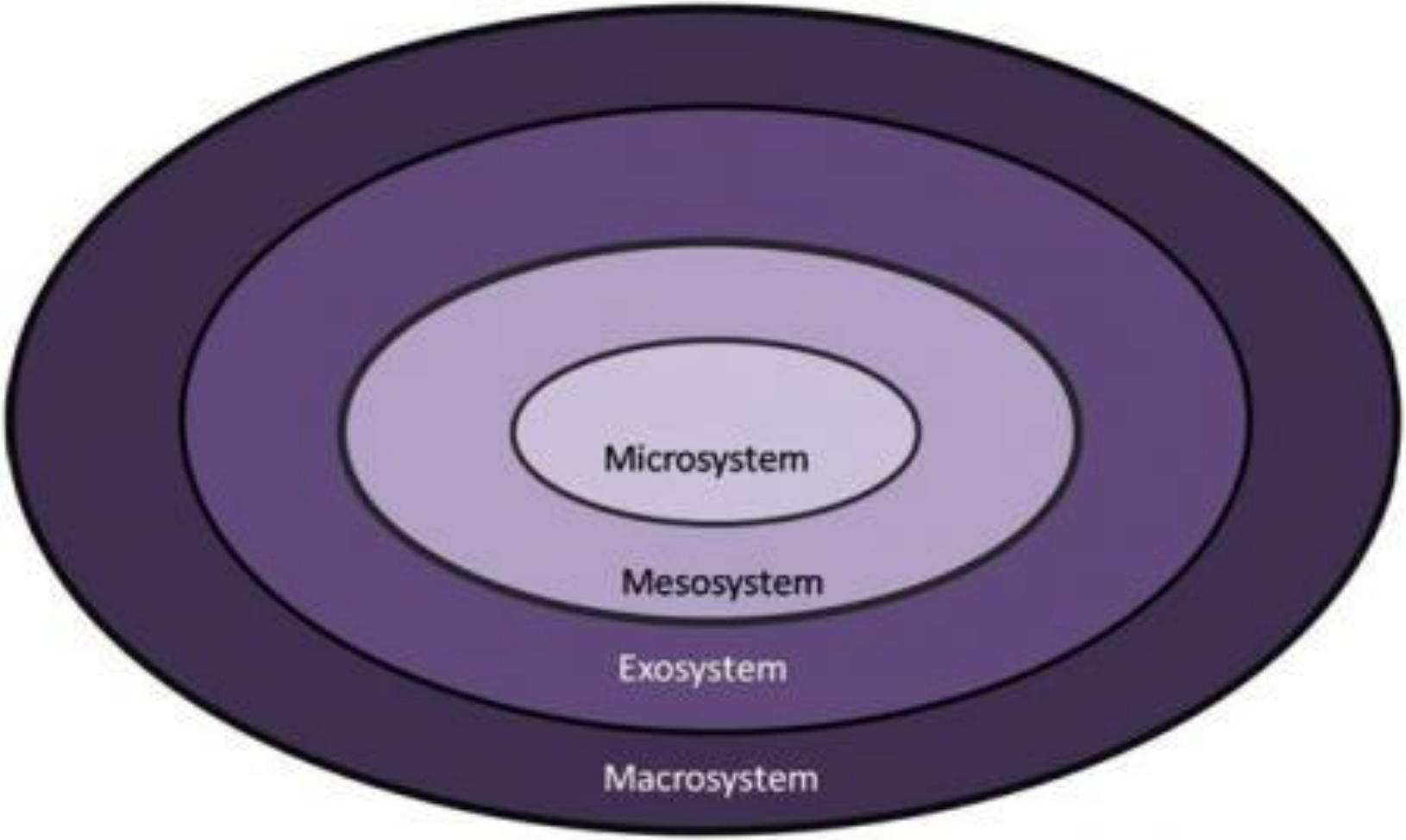
# Resources on NPDC's EBP

- EBP Briefs (http://autismpdc.fpg.unc.edu)
  - Overview
  - Evidence Base
  - Steps for Implementing
  - Implementation Checklist
  - Sample Data Collection Forms (optional)
- EBP Web-based Modules: Ohio Center for Autism Research and Practice

www.autisminternetmodules.org

# To Promote Effective Practices an Ecological Systems Approach Is Essential

# Ecological systems theory: multi-level influences on child development



# Ecological systems theory: multi-level influences on child development

child dispositions, resources, impact on others

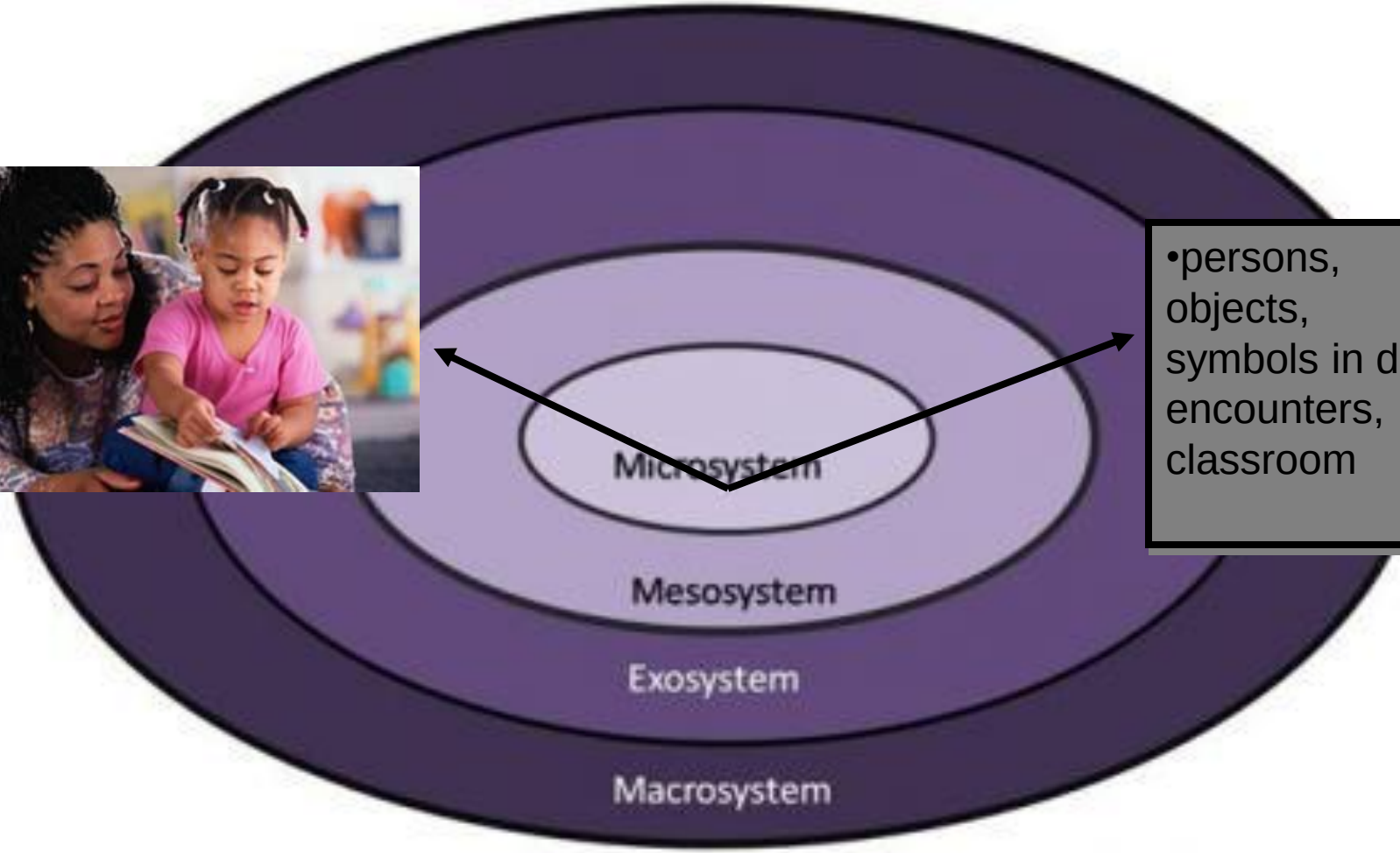
Microsystem

Mesosystem

Exosystem

Macrosystem

# Ecological systems theory: multi-level influences on child development




•persons, objects, symbols in daily encounters, classroom

# Ecological systems theory: multi-level influences on child development

Microsystem

Mesosystem

Exosystem

Macrosystem

- school administration, school culture, team
- family

# Ecological systems theory: multi-level influences on child development

Microsystem

Mesosystem

Exosystem

Macrosystem

•state politics of disability, state ed support for spec ed, parent advocacy groups, public funding

# Ecological systems theory: multi-level influences on child development

Microsystem

Mesosystem

Exosystem

Macrosystem

- Culture
- Societal Attitudes
- History

# NPDC 2- Year Cycle

**Year 1 State Capacity Building**

application development, IAPG formed, strategic plan, model sites confirmed, Autism Training Team completes training

**Model Sites**
program quality
use of EBP
parent involvement
collaborative
coaching

**Year 1 and 2**
Model and Expansion Site Development
Use of Evidence-Based Practices

**Expansion Sites**
program quality
use of EBP
parent involvement
collaborative
coaching

**Year 2 Sustainability**
strategic plan updated; leadership shift; state ownership of process, materials, further expansion , training, and coaching

# Contact Information

- National Professional Development Center on Autism Spectrum Disorders

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