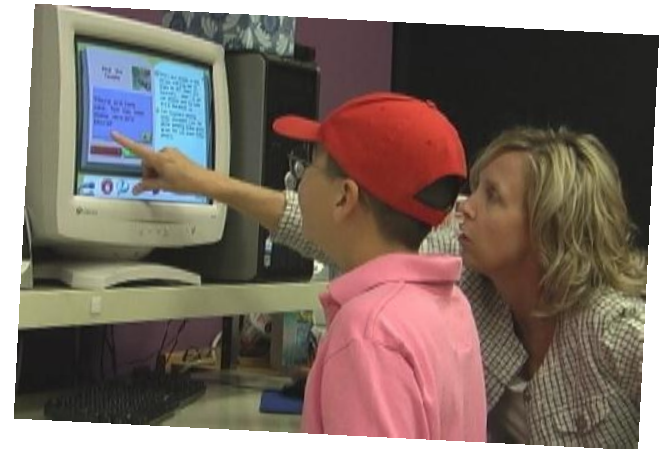


# Promoting Evidence-Based Practices for Learners with Autism Spectrum Disorders in the United States



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University of North Carolina at Chapel Hill



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON  
**AUTISM SPECTRUM DISORDERS**



# 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**





# 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, Yoshikawa, & 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**

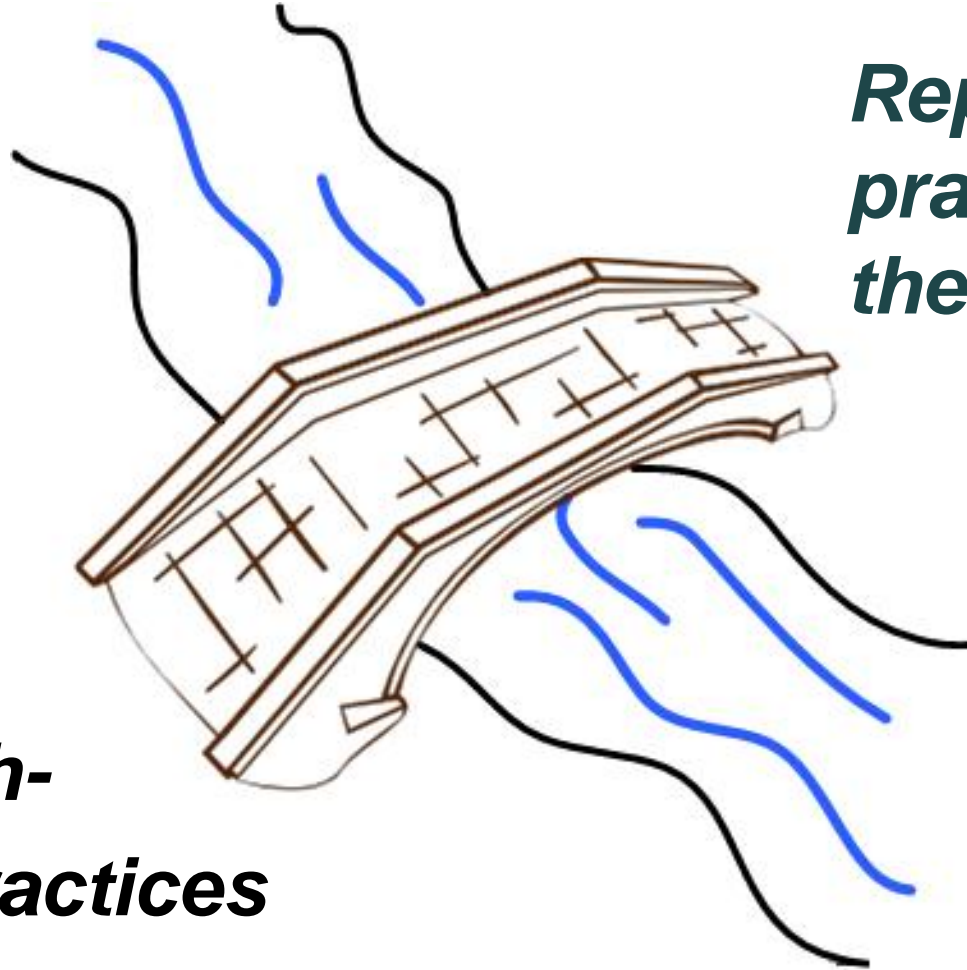
# Center Staff

<b>FPG Child Development Institute Univ. of NC-Chapel Hill</b>	<b>M.I.N.D. Institute Univ. of CA-Davis Medical Center</b>	<b>Waisman Center Univ. of WI-Madison</b>
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# Bridge the Gap

*Replicable  
practices in  
the classroom*



*Research-  
based practices*

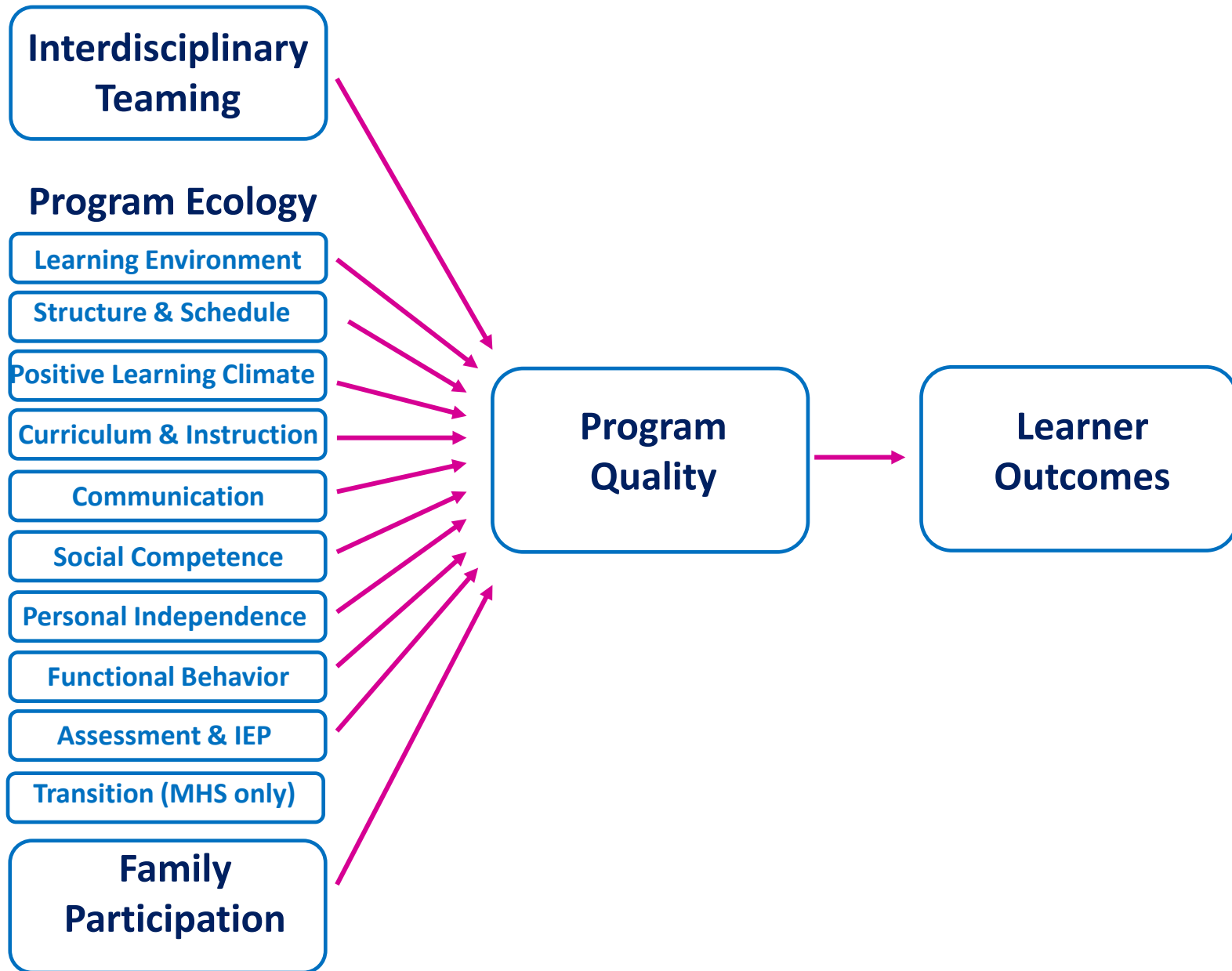


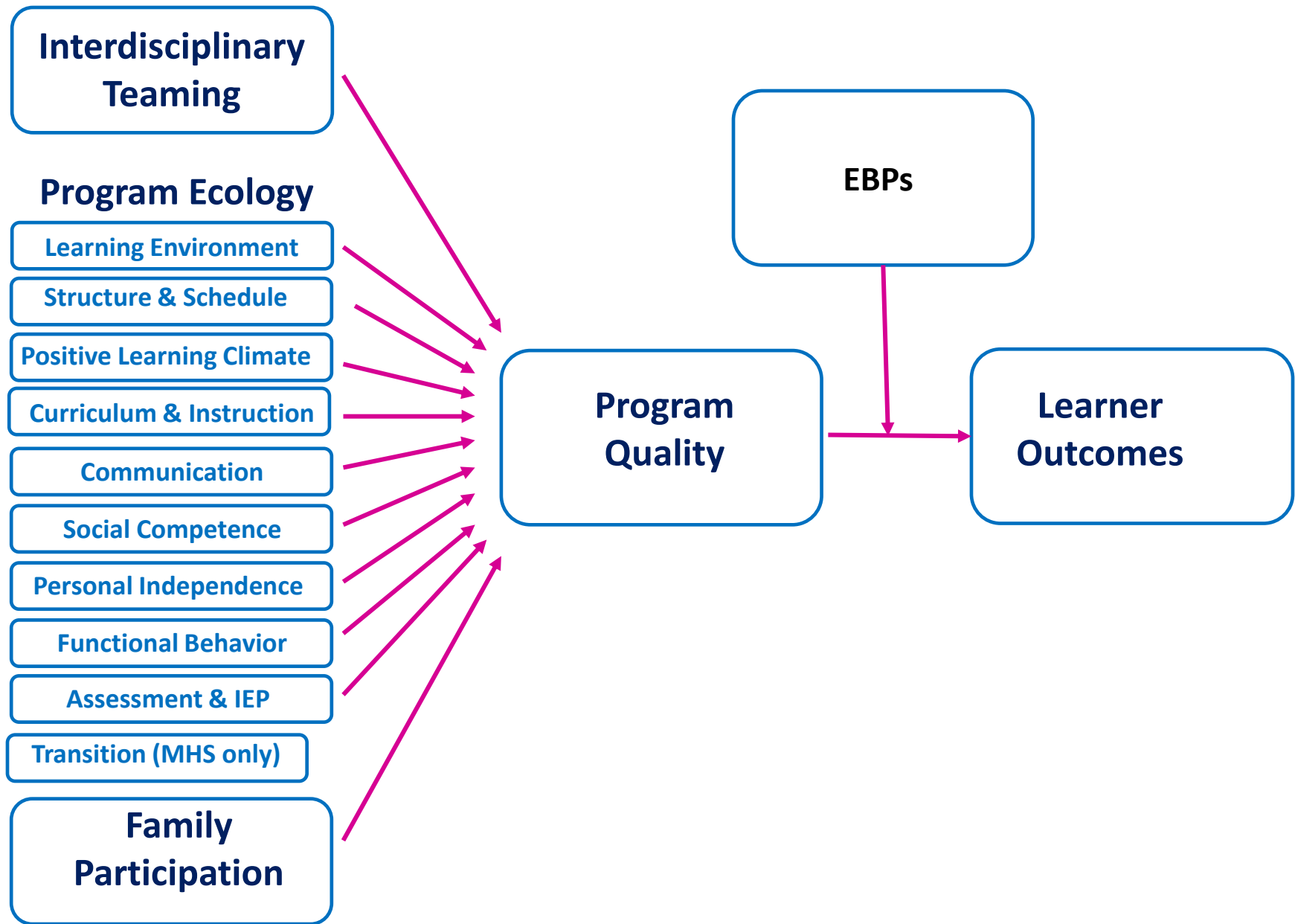
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# To Establish a Foundation of Program Quality We:

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







# 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

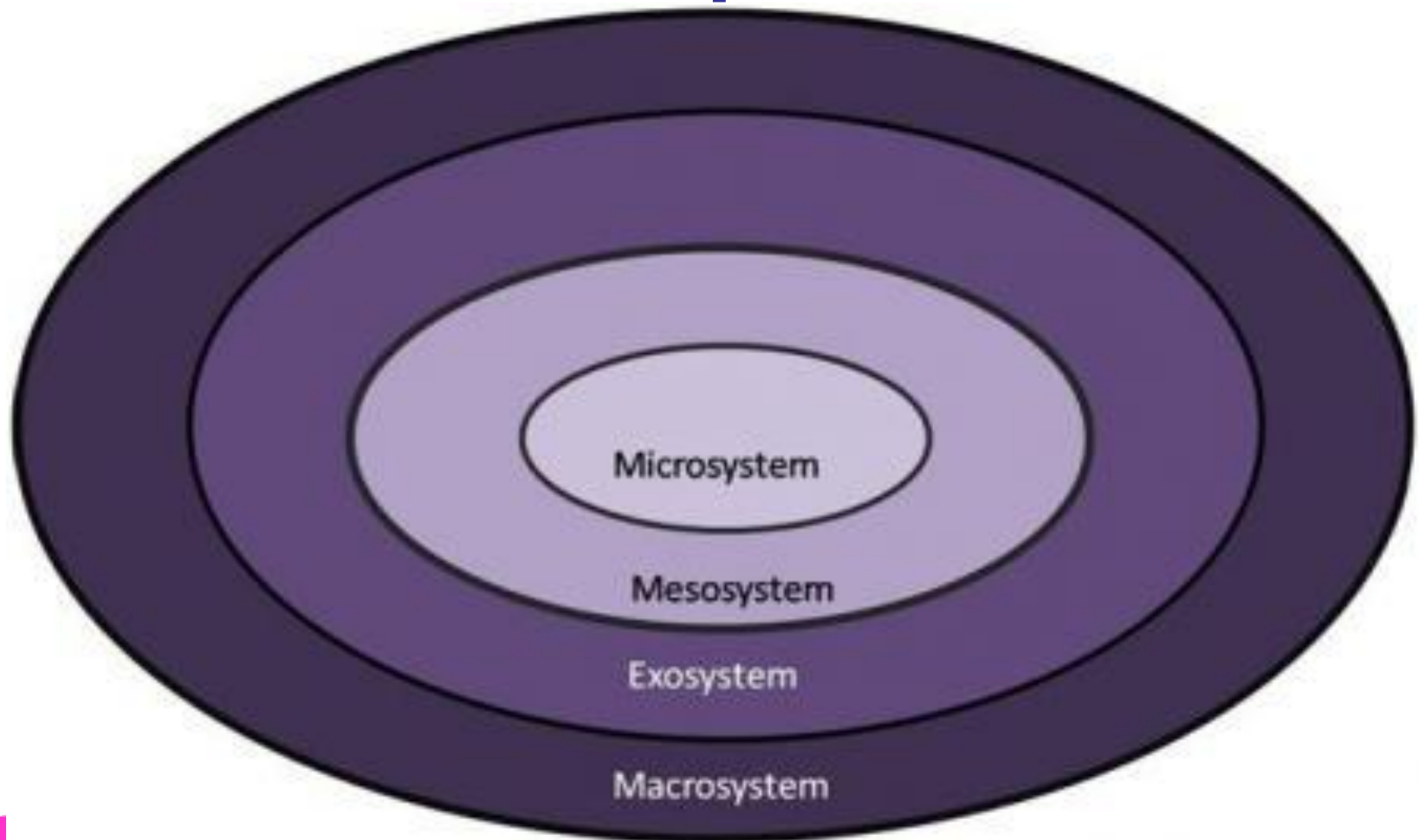
[www.autisminternetmodules.org](http://www.autisminternetmodules.org)



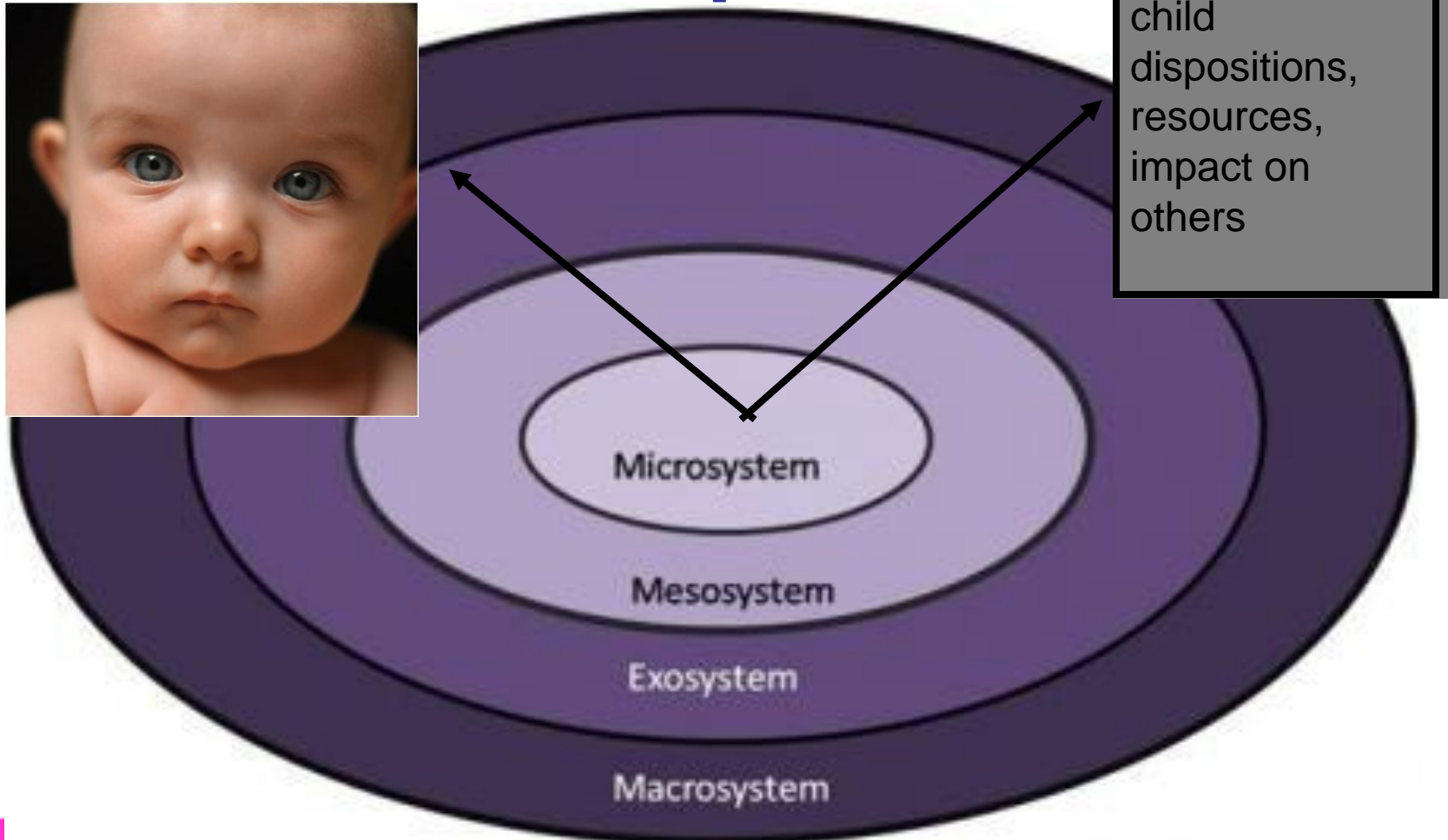
# **To Promote Effective Practices an Ecological Systems Approach Is Essential**



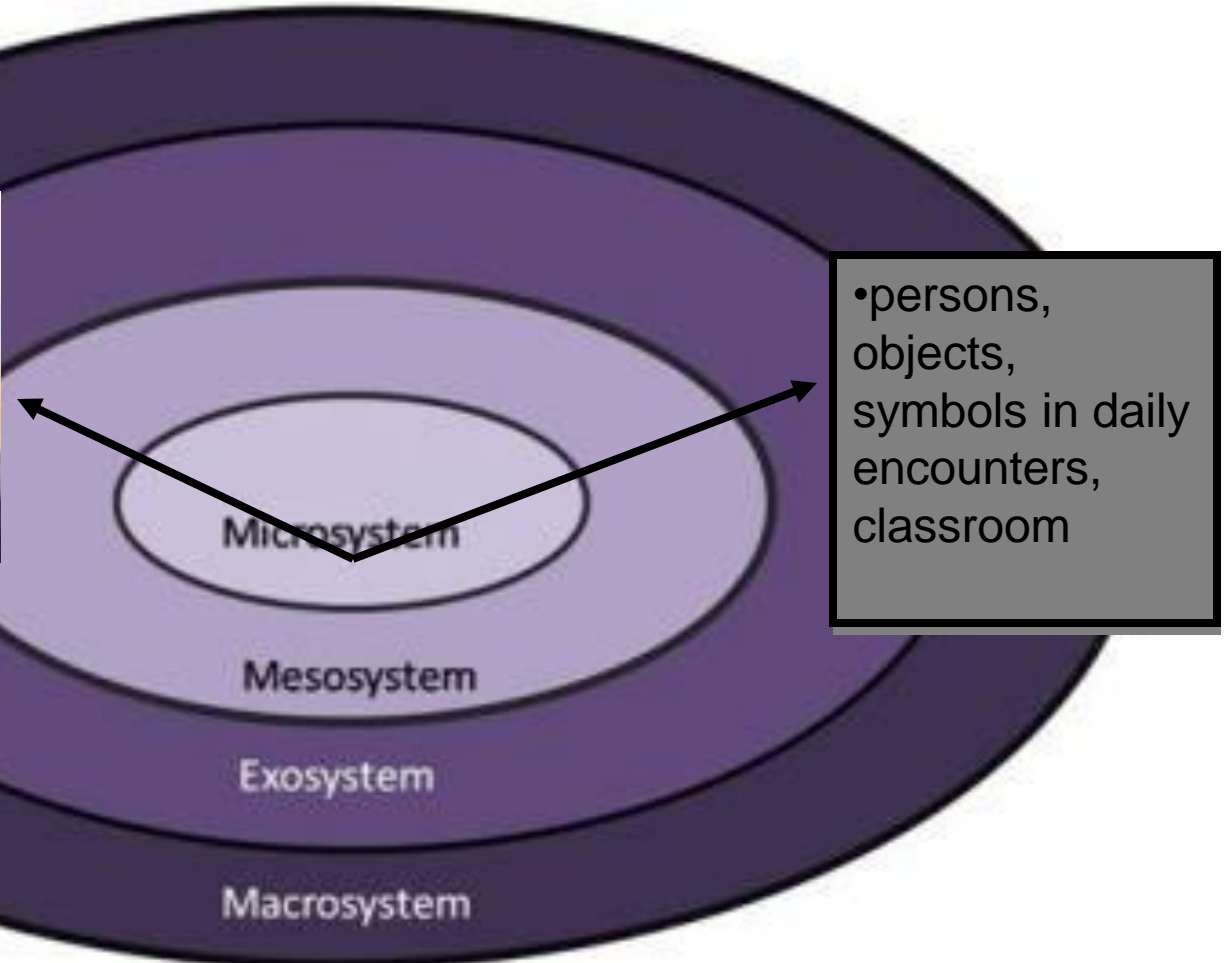
# Ecological systems theory: multi-level influences on child development



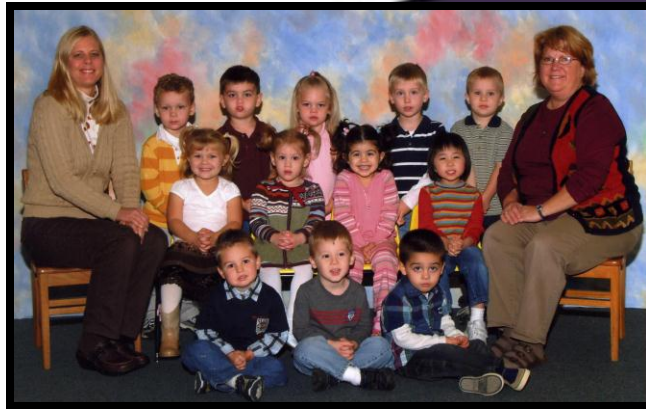
# Ecological systems theory: multi-level influences on child development



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



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



- school administration, school culture, team
- family

Microsystem

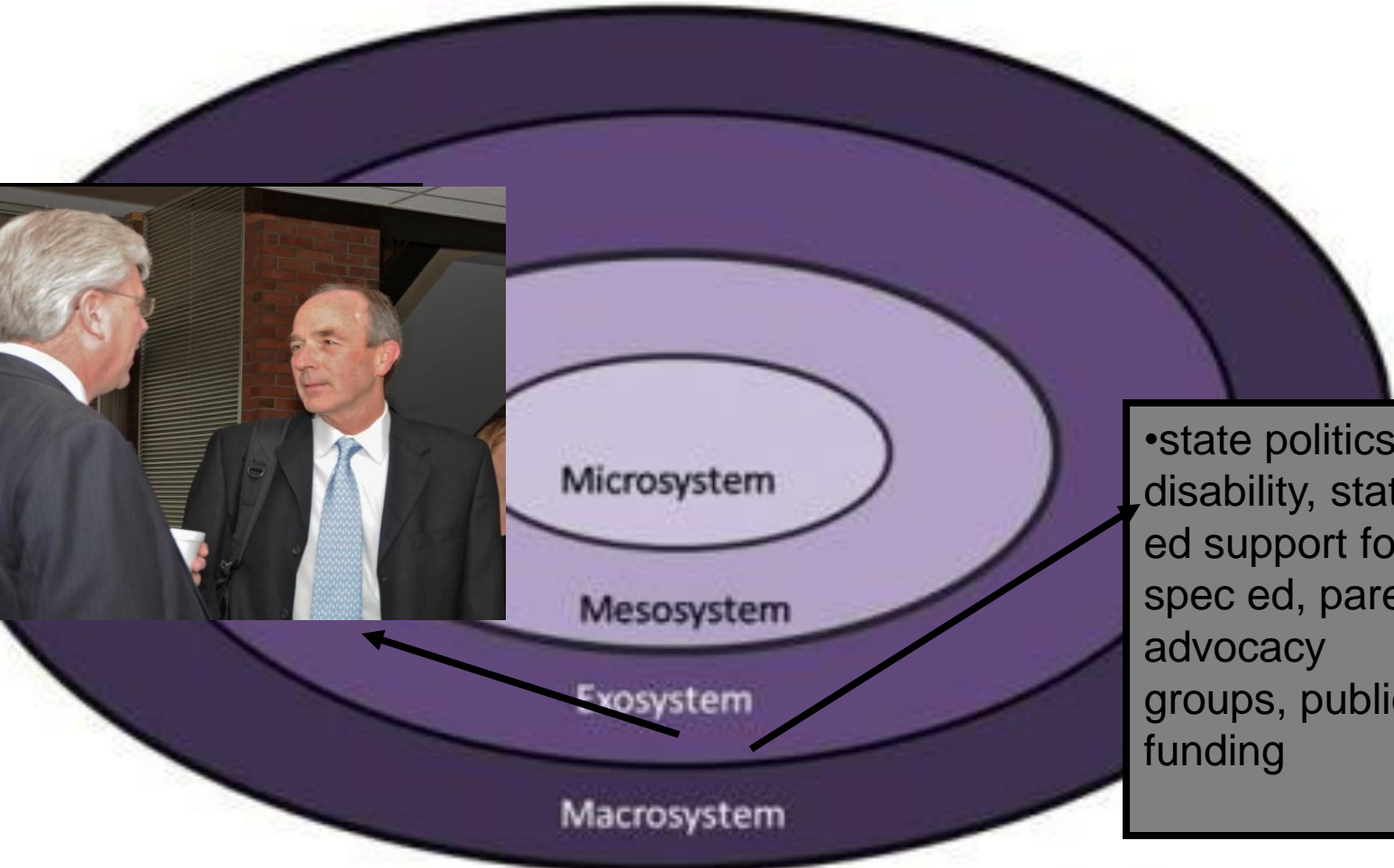
Mesosystem

Exosystem

Macrosystem



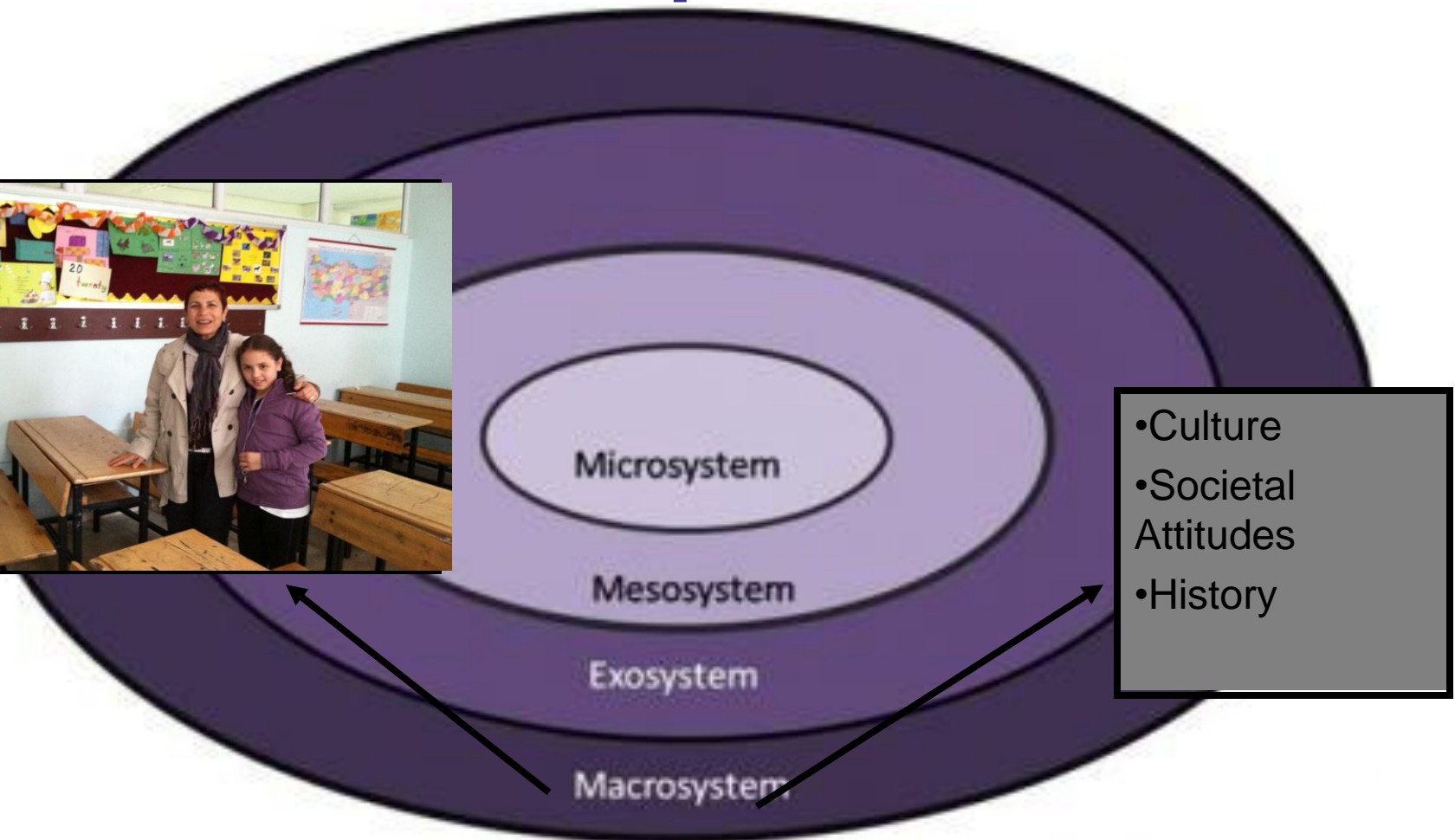
# Ecological systems theory: multi-level influences on child development



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



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



# 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

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

- Ohio Center for Autism Research and Practice

[www.autisminternetmodules.org](http://www.autisminternetmodules.org)

