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

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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

- CA
- NM
- TX
- MN
- WI
- MI
- IN
- VA
- KY
- ID
- VT
- RI
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
## Center Staff

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<tr>
<th>FPG Child Development Institute Univ. of NC-Chapel Hill</th>
<th>M.I.N.D. Institute Univ. of CA-Davis Medical Center</th>
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Bridge the Gap

Replicable practices in the classroom

Research-based practices
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

EBPs

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://autismmpdc.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
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

- school administration
- school culture
- team
- family
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

- 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
  http://autismmpdc.fpg.unc.edu

• Ohio Center for Autism Research and Practice
  www.autisminternetmodules.org