State applications made available

- **Purpose:** To recruit states to serve as partners to the NPDC
- **Procedure:** Staff member assigned as primary contact for questions from states
- **Additional resources:**
  - State Application Process

Identify partner states

- **Purpose:** To identify which states from the applicant pool have to invite to partner with the NPDC
- **Procedure:** Outside review panel
- **Additional resources:**
  - State Application Review Form

University host makes initial contacts with state liaison

- **Purpose:** To introduce staff, describe project, set initial timetable for work between the state and NPDC
- **Procedure:** Telephone contact with state liaison
- **Additional resources:**
  - Flow Diagram of Two year NPDC Activities
Assemble group of statewide stakeholders for Interagency Autism Planning Group Meeting (IAPG)

- **Purpose:** To plan IAPG meeting, IAPG participates in developing strategic plan
- **Procedure:**
  - State liaison identifies stakeholders and plans meeting
  - NPDC staff assist with agenda creation and facilitation of meeting
- **Additional resources:**
  - Overview Powerpoint
  - Sample Strategic Plan
  - Sample IAPG Meeting Agenda

Identify model sites within state

- **Purpose:** To get commitment from at least three schools within the state, for teams to partner with the NPDC for one academic year
- **Procedure:**
  - Each team includes a coach, plus other team members with direct student contact (e.g., teachers, related service providers, paraprofessionals, psychology)
  - Administrators and parents have been included on teams
- **Additional resources:**
  - Training Team Agreement
  - Expectations for Model Sites
**Consent forms made available**

- **Purpose:** To comply with procedures regarding human subjects protection (IRB)
- **Procedure:**
  - Once IRB approved, NPDC team member contacts team members and family members to obtain consent for their participation in the project.
  - Types of releases include audio/visual releases, releases for professionals to participate, releases for students to participate, and assents for students over age 11
- **Additional resources:**
  - Sample Media Consent Form

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**Collection of Evidence-Based Practice Inventory from model site team members**

- **Purpose:** To identify interests and needs prior to the Summer Institute
- **Procedure:** Data collected online prior to beginning the online course
- **Additional resources:**
  - EBP Inventory

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**Model site teams take online course *Foundations of Autism Spectrum Disorders***

- **Purpose:** To ensure a basic level of understanding of ASD prior to the Summer Institute
- **Procedure:** Registration was managed at UNC
- **Additional resources:**
  - [http://autismpdc.fpg.unc.edu/content/foundations-autism-spectrum-disorders-online-course-content](http://autismpdc.fpg.unc.edu/content/foundations-autism-spectrum-disorders-online-course-content)
Identification of target students at each model site

• **Purpose:** To select target students who will be recipients of EBP interventions and outcome measures
• **Procedure:** Model site teams self-selected students with ASD and obtain consent

Pre-APERS completed at model sites

• **Purpose:**
  • To obtain baseline data about program characteristics; to identify relative strengths and areas for growth; opportunity to train state leaders in use of the APERS
• **Procedure:** Please refer to APERS materials
• **Additional resources:**
  • Assessing Program Quality with the Autism Program Environment Rating Scale (APERS): ppt.
  • Sample APERS Baseline Report
  • APERS Training Guidelines
• **Note:** Sometimes occurred in the fall, at the start of the academic year
Summer Institute

- **Purpose:** To train all team members on project model and procedures, some EBP, and on the coaching process
- **Procedure:** Cooperation between NPDC staff and state partners to plan event
- **Additional resources:**
  - Summer Institute Outcomes
  - Sample Agenda

Goal Attainment Scaling (GAS)

- **Purpose:** To identify discrete priority outcomes for targeted students for the purposes of program planning, identification of target EBP, and progress monitoring
- **Procedure:** Three goals per target student
- **Additional resources:**
  - Goal Attainment Scaling PowerPoint
  - GAS Procedure and Illustration
  - Sample GAS Forms

Determine targeted EBP

- **Purpose:** To select EBP that will be targeted across the year
- **Procedure:**
  - Using information from: IEP goals/GAS, APERS, EBP Checklist
  - Team decides on 2-3 EBP that will be the focus of their work across the academic year
- **Additional resources:**
  - EBP Chart
  - Brief Descriptions of EBP
Baseline data collected

**Purpose:** To identify the level of implementation in classrooms and parents' satisfaction prior to beginning work

**Procedure:**
- Target student EBP checklist (how many EBP being used at the start of the academic year)
- Baseline implementation checklists (degree of fidelity of targeted EBP)
- Family demographic survey (for each target student)
- Family program questionnaire (degree of satisfaction with aspects of their child’s programming)

**Additional resources:**
- Samples of above forms (Family Questionnaire, Demographic Survey, etc.)
- *Note: May be started in spring and finished in early fall*

Coaching of model site teams

**Purpose:** To provide support and technical assistance to teams related to increasing fidelity of implementation of EBP, overall program improvement, and improved student outcomes

**Procedure:**
- The coach on each team meets with team at least one time per month.
- Coaching activities include a pre-observation conference, observation, and post-observation conference
- Time spent with team recorded on contact log

**Additional resources:**
- Coaching Manual
- TA Contact and Coaching Log
- Coaching: ppt.

NPDC support of coaches

**Purpose:** To provide support to coaches as they support teams, problem solve around challenges, keep coach on-track re: data collection timelines, etc.

**Procedure:** One time per month via phone call

**Additional resources:**
- Technical Assistance Contact Form
- Sample Monthly Phone Call Agenda
Mid-year visits

**Purpose:**
- To foster relationships between NPDC and model site teams
- To check in with team on progress at mid-year to provide coaching and training

**Procedure:**
- NPDC staff visits each site for approximately one day
- Teams allowed to guide agenda and determine what would be useful (e.g., observations, facilitated meetings/discussions with team members, presentations to administrators, etc.)

**Additional Resources:** N/A
- Note: These did not consistently happen across state partners

Contact with state leadership

**Purpose:** To track progress and further develop the strategic plan, to begin plans for the next Summer Institute and expansion site selection

**Procedure:** (varied)
- IAPG is reconvened, either in person or via conference call
- New group (or reduced group, compared to original IAPG) of important state players is convened

Identification of expansion sites

**Purpose:** To identify additional sites within the state to expand the model Year 2

**Procedure:** (varied)
- State liaison and state leadership identified sites
- Initial model site teams identified expansion sites within their own districts
- IAPG reconvened to identify model sites

**Additional Resources:**
- Note: Please see the end of this timeline for information related to the development of expansion sites.
Post-APERS completed at initial model sites

**Purpose:**
- To obtain final data about program characteristics; to identify relative strengths and areas for growth
- Opportunity to train state leaders in use of the APERS

**Procedure:**
- Please refer to APERS materials

**Additional resources:**
- Sample Post APERS report

End-of-year data are collected

**Purpose:**
To identify the level of implementation, parent satisfaction, student outcomes, and teacher satisfaction after the one-year partnership with the NPDC

**Procedure:**
- Target Student EBP Checklist
- EBP Inventory (teachers only)
- Technical Assistance Evaluation (level of satisfaction with state-level coaching and NPDC staff)
- Final EBP Implementation Checklists (degree of fidelity of targeted EBP)
- Final GAS data
- Family Program Questionnaire (degree of satisfaction with aspects of their child’s programming)

**Additional Resources:**
- End of year data collection letter
Year Two: Expansion Sites Are Added

In Year Two of the state partnerships, additional school sites are identified. These sites complete the same cycle of activities as the initial model sites; however, the state takes a more active role in carrying out the different components of the process. For example, state technical assistance providers administer the APERS in expansion sites, with support from their NPDC team members provided as necessary.

During Year Two, the expansion site teams benefit from hearing about the experiences of Year One teams (e.g., during the summer institute). Team members from the first year sites are often actively involved in presenting at the summer institute and sharing their first-hand experiences of implementing EBP in classrooms. By having local TAs and coaches more actively involved in the second year, the process is sustainable and continues to build momentum, even after direct NPDC support is no longer provided.

Expansion Site Timeline

Beginning with identification of expansion sites, the same timeline was followed as was with initial model sites, including the following activities:

- Team members take online course
- Identification of target students
- Pre-APERS
- Summer Institute
- Goal Attainment Scaling
- Determine targeted EBP for each team
- Baseline data collection
- Coaching
- NPDC support of coaches
- Post APERS
- End-of-year data collection

Differences between Year 1 and Year 2 included:

- State-level staff typically completed APERS
- State carried responsibility of funding the Summer Institute
- Mid-year onsite visits typically did not occur
- State leadership contacts focused on developing plans for after state’s partnership with the NPDC ended