Implementing Evidence-Based Practices and School Wide Impact

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The National Professional Development Center on Autism Spectrum Disorders

- OSEP Funded Project
- Training in Evidence-Based Practices
- Creation of Model Sites
- Access to Modules/AIM Modules. Look on IRCA website to link to these.
- Fidelity Implementation Checklists

What are these evidence-based practices?

- Prompting
- Time Delay
- Reinforcement
- Task Analysis and Chaining
- Shaping
- Technology Assisted Instruction & Implementation
- Differential Reinforcement
- Discrete Trial Teaching
- Extinction

What are these evidence-based practices?

- FBA
- Functional Communication Training
- Independent Work Stations
- Naturalistic Interventions
- Parent Training
- Peer-Mediated Instruction & Intervention
- PECs
- Pivotal Response Training
- Exercise

What are these evidence-based practices?

- Positive Behavior Support
- Response Interruption/Redirection
- Self-Management
- Social Skills Training
- Social Narratives
- Stimulus Control/Environmental Modification
- Video Modeling
- Visual Supports
- Modeling
- Scripting

Evidence Based Practices

- 27 Evidence Based Practice Modules
  - Overview
  - Evidence Base
  - Steps for implementation
  - Implementation checklist for fidelity

- http://autismpdc.fpg.unc.edu
Examples of Strategies Used

Visual Supports
- Tools that visually support students
  - Task management
    - Transitions
    - Schedules
  - Social interactions
    - On task behavior
    - Appropriate social skills

Characteristics of ASD
- Severe communication disorder
- Auditory problems
- Ritualistic
- Resist change
- Difficulty with new situations or tasks
- Lack generalization

We know that...
- People with autism are able to process information better when it is visual and spatial
- Spoken language tends to be transient and temporal
- Written language can be abstract but it less transient

• The majority of students are VISUAL learners.
• Think of these students as 90% visual and 10% auditory

Visual strategies can benefit all children by enhancing the individual's understanding.
- learn more quickly
- reduce aggressive or self-injurious behavior
- decrease frustration and anxiety
- learn to adjust to changes
- complete tasks by themselves
- gain independence
How Do I Know When I Need a Visual for my Students?

- If you find yourself telling your students the same thing over and over again.
- If a certain situation always seems to cause a problem.
- If the skills in a certain area are lacking compared to their other abilities.

Reasons to Use Visual Supports

1. Establish attention - looking helps students establish attention better than just listening. The communication message can get in once attention is established.

2. Give information - How do students answer the who, what, why, where, when questions?

3. Explain social situations - The social world is confusing. Sharing social information both verbally and through writing help students understand.

4. Give choices - What are my options? What is available and when?

5. Give structure to the day - following multiple steps in a routine will be easier when the student can see what they are. Will learn the routine faster when they don't make mistakes.

6. Teach routines - following multiple steps in a routine will be easier when students can see what they are.
7. Organize materials in the environment. Where are things I need? Can I put up supplies when activity is over?

8. Organize the space in the environment. Student needs to be able to identify his own space to work or play. Does he know which parts of the environment are off limits?

- Classroom Architect

9. Teach new skills. Whether that is learning to operate a new toy or an academic skills.

10. Support transitions. Anything that involves a shift or change.

Oops! Change In Schedule

11. Stay on task. What is the activity, staying involved until completed. How do I know I am "finished"

12. Manage time. Time is invisible.

http://www.youtube.com/watch?v=ApHeyiusinI

14. Guide self-management. Students need to learn how to manage themselves when anxiety is present or a problem occurs.

**Visual Supports in a Classroom**

- Creekside Middle School: http://www1.ccs.k12.in.us/teachers/jmeredi

**Structured Work Systems**

- To create an established routine or environment for students to improve organization and expectations and understanding
  - Clearly defined boundaries
  - Work systems
  - Visual structure / visual cues

**Structured Environment**

- Physical boundaries are clearly defined
- A schedule or planner is set up so that student knows what he is supposed to do and when it is supposed to happen
- Work systems tell student what is expected of him, how much is supposed to be accomplished, and what happens after activity is finished
- Routine in which a student checks and follows his schedule
- Visual structure = visual cues for organization, clarification and instructions
**Social Skills Training**

- Intentional instruction used to teach appropriate interaction with typically developing peers
  - Small group setting
  - Direct instruction
  - Modeling
  - Role playing

**Components of Social Skills Class**

- Healthy self esteem
  - Video component
  - “I” statements
  - Hidden Curriculum
  - Social Mapping
- Anger Management / Conflict Resolution
  - Identify triggers and coping strategies
  - “5 is Against the Law”

**Peer Mediated Instruction & Intervention**

- Teaching peers to interact & support student in acquiring new social skills in naturalistic environments
- Four primary components
  - Selecting peers
  - Training peers
  - Supporting peers
  - Implementing

**Peer Mediated Instruction & Intervention**

- Training Peers
  - Provide the goal for intervention
  - Provide expectations
  - Provide information on autism
- Strategies to Support Peers
  - Provide positive feedback
  - Model
  - Facilitate interactions

**Video Modeling**

- To use video recording to provide a visual model of the targeted behavior of skills
  - Basic Video Modeling
  - Video Self Modeling
  - Point of View Video Modeling
  - Video Prompting

**Video Modeling**

- Coming in from recess
- Greeting teachers and peers
- Keeping personal space
- Whole body listening
- School job
Example of Video Modeling

- Video taped the target behavior that needed change
- Met with student and reviewed video
- Brainstormed possible replacement behaviors that would be socially more appropriate
- Wrote a script with the student
- Video taped the child reading script and displaying replacement behaviors
- Student was able to watch video daily to remind himself of the appropriate behaviors
- Student successfully replaced inappropriate behaviors with appropriate behaviors

Steps in Indiana

- Preliminary Data Collection: Autism Program Environmental Rating Scale (APERS)

Autism Program Environment Rating Scale (APERS)

- Designed to assess quality indicators of programs for children and youth with ASD
- Purposes of the APERS
  - Program evaluation
  - Consultation
  - Technical assistance
  - Self-evaluation

Goal Attainment Scaling

- Ultimate success measured by whether students achieve IEP goals. Two to three students chosen in each site.
- Wrote three goals and did progress monitoring using a -2 to +2 rubric at monthly intervals.

Where are we now?

- In addition to original 3 sites, we have been in 28 schools this year.
- Districts are now wanting us to implement strategies district wide.
- Working on sustainability of change. Movement away from expert model to coaching.

Where are we now?

- Importance of peer to peer mentoring.
- Evidence-based practices built into our trainings and team trainings.
- Working on guidelines that will be more functional then APERs
- Have moved toward universal design. Fits within RTI and PBIS initiatives.
What we have learned from:
• Creekside Middle School

General Education Application
• Best practices for all students
• Change in teaching philosophy
• Simple to implement

Administrative Perspective
• “When our staff was doing all they knew how for students on the spectrum and we were still losing the battle, we felt lost. Then we were introduced to and began using the evidence based practices and we then had the understanding of what our options were with kids. That is when we actually started reaching and teaching students on the spectrum.”
• “As a principal, when your school becomes a place of chaos due to a handful of students on the spectrum, I just wanted them out of my building. The truth was it wasn’t the students, it was us that needed to change. The 24 evidence based practices we now use has allowed our kids to move further than we or their parents ever thought possible.”

Administrative Quote
• “We use the evidence based practices in every room in our building because this is the best way to reach all students, not just the students on the spectrum.”
• “Our teachers embraced the evidence based practices because it gave each one more understanding of how to reach all students. Just the organizational pieces make a difference the lives of all students. Our teachers have infused the EPB’s into their everyday lesson plans our students and teachers have benefited greatly!”

Students lives have changed.

Questions??