

Evelyn F. Shaw
Educational Consultant
FPG Child Development Institute

Interventions That Work for Children with ASD



What Are Evidence-based Practices?

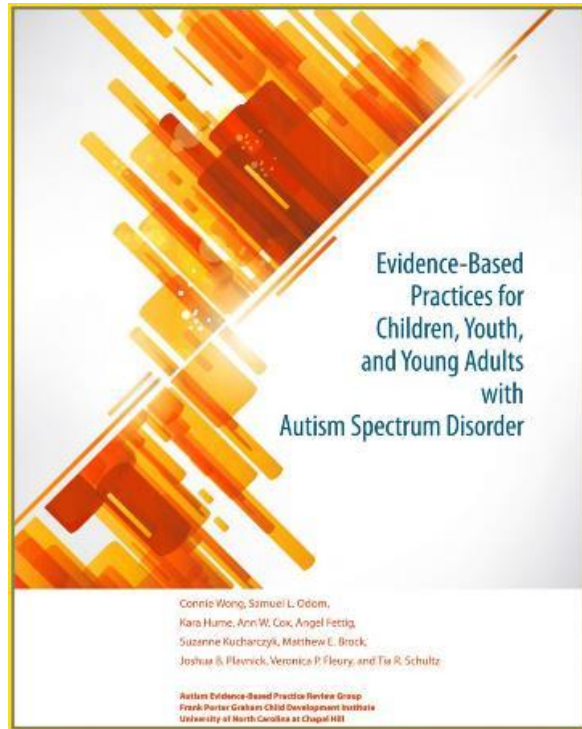
Focused interventions that:

- Produce specific behavioral and developmental outcomes for a child
- Have been demonstrated as effective in applied research literature
- Can be successfully implemented in educational settings
- Are used for a limited amount of time

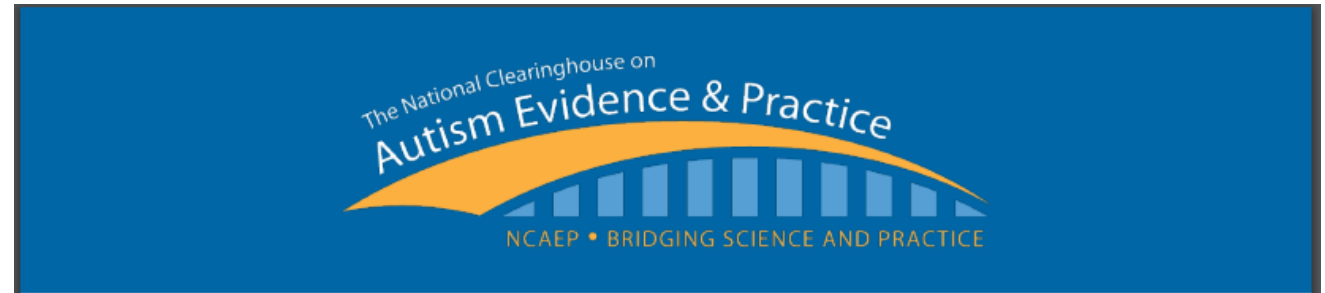


(Odom, Colett-Klingenberg, Rogers, & Hatton, 2010)

EBPs for Learners with ASD



- 2014 update of EBP Review
- Covered years 1990-2011
- **27 EBPs identified**



- National Clearinghouse on Autism Evidence & Practice (NCAEP) is a continuation of the evidence review that was completed by the NPDC on ASD.
- Reviewing research studies published in the last five years (2012-2017)
- **Target date** for update *late Winter 2019*

Evidence-Based Focused Intervention Practices

FUNDAMENTAL APPLIED BEHAVIOR ANALYSIS PRACTICES

Reinforcement (R+)*
Prompts (PP)*
Time delay (TD)*
Modeling (MD)*
Task analysis (TA)*

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Functional behavior assessment FBA*
Antecedent-based* intervention (ABI)
Extinction (EXT)*
Response interruption/redirection (RIR)*
Differential reinforcement (DR)*
Functional communication training (FCT)*

***Applied Behavior Analysis Techniques (ABA)**

Evidence-Based Focused Intervention Practices

SOCIAL COMMUNICATION INTERVENTIONS

Social skills training (SST)

Peer-mediated interventions and instruction (PMII)*

Social narratives (SN)

Structured play groups (SPG)

Picture Exchange Communication System (PECS®)*

BROAD TEACHING STRATEGIES

Visual supports (VS)

Discrete trial training (DTT)*

Naturalistic interventions (NI)*

Pivotal response training (PRT)*

Parent implemented interventions (PII)

Scripting (SC)*

Exercise (ECE)

***Applied Behavior Analysis Techniques (ABA)**

Evidence-Based Focused Intervention Practices

COGNITIVE BEHAVIOR

Self-management (SM)*

**Cognitive behavior
interventions (CBI)***

TECHNOLOGY ORIENTED

Technology-aided instruction
and intervention (TAII)

Video modeling (VM)*

***Applied Behavior Analysis Techniques (ABA)**

EBP Early Intervention (0-2) & Early Childhood (3-5) Matrix

EBP	Social		Communica- tion		Joint Attention		Behavior		School- Readiness		Play		Cognitive		Motor		Adaptive		Vocational		Mental		Academic	
	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE	EI	ECSE
ABI																								
CBI																								
DR																								
DTT																								
ECE																								
EXT																								
FBA																								
FCT																								
MD																								
NI																								
PII																								
PMII																								
PECS																								
PRT																								
PP																								
R+																								
RIR																								
SC																								
SM																								
SN																								
SST																								
SPG																								
TA																								
TAII																								
TD																								
VM																								
VS																								

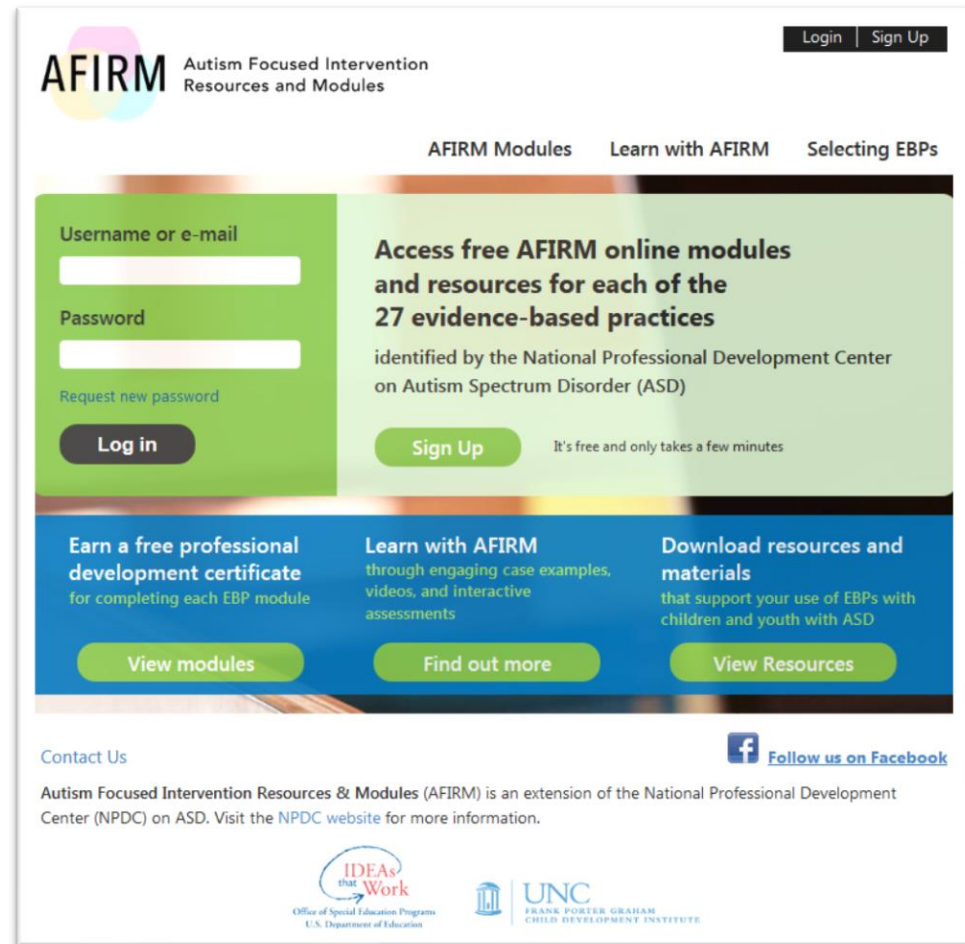


afirm.fpg.unc.edu

AFIRM

AFIRM – Modules and Resources

- E-learning modules for 27 EBPs
<http://afirm.fpg.unc.edu/>
- Target audience:
 - ✓ Special educators
 - ✓ General education teachers
 - ✓ Related service personnel
 - ✓ Early interventionists
- Planning, using, monitoring EBPs
- Age span: birth to 22 years



AFIRM Content

- Engaging case examples
- Multimedia presentation of content
- Interactive assessments
- Free professional completion certificates
- *Now offering CEUs and Type-II CEs!*

The screenshot displays the AFIRM (Autism Focused Intervention Resources and Modules) website. At the top, the AFIRM logo is on the left, and a user account section on the right shows 'My Account | Logout' with a note 'You are logged in. Need help? Visit the FAQs section'. Below the header, a navigation bar includes 'AFIRM Modules', 'Learn with AFIRM', 'Selecting EBPs', and 'Resources'. The main content area is titled 'Module: PMII' and 'A Case for PMII'. A sidebar on the left lists the module's components: Lesson 1: Basics of PMII, Lesson 2: Plan for PMII, Lesson 3: Use PMII, Lesson 4: Monitor PMII, PMII Resources and Tools, and Assessments and Evaluations. The central focus is a 'Video Story: A Case for PMII' featuring a young boy with blonde hair and a blue backpack. To the right of the video is a 'Key Points' section with three bullet points: 'Focal Learner with ASD: blond hair boy with the blue backpack.', 'Notice how the student with ASD interacts with peers and how his peers interact with him.', and 'Determine if you think PMII could be a possible intervention for this learner.' Below the video, there is a 'Video Transcript' link. Further down, a text block explains that many learners with ASD struggle with social impairments and difficulty understanding the back-and-forth nature of social interactions, called social reciprocity. It notes that children and youth with ASD respond less frequently to social initiations and engage in shorter interactions due to difficulties in initiating interactions and understanding social cues. It also mentions stereotypic or repetitive behaviors like hand flapping, body rocking, or head rolling, and inappropriate behaviors such as tantrums, which can decrease the likelihood of typical peers initiating social interactions. Another text block states that learners with ASD have limited occasions to engage in meaningful social interactions with other children and youth because they might have less time to spend or work with these students, have fewer experiences with typically developing peers, and receive greater involvement from teachers and other adults. As a result, learners with ASD have fewer opportunities to practice and acquire social skills. At the bottom, there is a section for the 'PMII EBP BRIEF PACKET' with a download link: 'The Packet contains all the resources and materials for the PMII module. Download PDF'. Navigation buttons '< BACK' and 'NEXT >' are located at the bottom of the page.

AFIRM Certificates

**Now offering
CEU credits &
Type-II CEs!**

My Account

- Resume your learning from the My Modules tab by selecting the last page viewed.
- View or print module certificates you have earned from My Certificates.

My Modules

Module Certificates

You have started the following modules:

Peer-Mediated Instruction and Intervention

Module in Progress:
Non-certificate Track

Last page viewed:
Monitoring Activity

Take the Post-assessment

Submit Module Evaluation

You have selected not to receive a certificate for this module. While recommended, module assessments and the evaluation are optional.

Time Delay

Module in Progress:
Certificate Track

Last page viewed:
Lesson 3: Use TD

Take the Post-assessment

Submit Module Evaluation

To receive a certificate, you must:
1. Complete the Pre-assessment Quiz
2. Pass the Post-assessment Quiz
3. Submit the Evaluation Survey

AFIRM Modules

Visit the AFIRM Modules page to see a list of available and upcoming modules



FAQs
Frequently Asked Questions

Account Information

Username: rossaj

E-mail: andrea.ross@unc.edu

Send me e-mail updates when a new EBP is available: No

Edit information or change password

The National Professional Development Center on ASD

Awards this
Certificate of Completion to

Jane Smith

For completing the AFIRM Module

Time Delay

January 8, 2016

Time to complete: 2 hours

Samuel L. Odum, Ph.D.
Director, FPG Child Development Institute

Ann W. Cox, Ph.D.
Director, NPDC and AFIRM Module Projects



AFIRM Structure

- 4 lessons
 - Basics of EBP
 - Plan for EBP
 - Use EBP
 - Monitor EBP
- Key components of EBPs
- Step-by-step process for applying practice

The screenshot displays the AFIRM (Autism Focused Intervention Resources and Modules) website interface. At the top, the AFIRM logo is accompanied by the text "Autism Focused Intervention Resources and Modules". To the right, there is a "My Account | Logout" link with a note: "You are logged in. Need help? Visit the FAQs section". Below this, a navigation bar includes links for "AFIRM Modules", "Learn with AFIRM", "Selecting EBPs", and "Resources". A search bar with a magnifying glass icon is also present.

The main content area is titled "Module: PMII" and features a sidebar with a list of topics: "A Case for PMII", "Lesson 1: Basics of PMII" (highlighted), "What Is PMII?", "PMII Goals", "How Can PMII Help Learners and Their Peers?", "How Is PMII Being Used?", "Evidence-base for PMII", "Getting Started", "Basic Activity", "Lesson 2: Plan for PMII", "Lesson 3: Use PMII", "Lesson 4: Monitor PMII", "PMII Resources and Tools", and "Assessments and Evaluations".

The main content area for "Lesson 1: Basics of PMII" includes a blue header with the text "After this lesson, you will be able to:" followed by two bullet points: "Describe five types of PMII, with what ages they can be used, and the skills that can be addressed with each." and "Identify how PMII can help both learners with ASD and their peers in social interactions." Below this, it states "Time to complete: approximately 20 minutes.".

The lesson content is organized into a flowchart with four steps: "Lesson 1: Basics", "Lesson 2: Planning for the Practice", "Lesson 3: Using the Practice", and "Lesson 4: Monitoring Progress". Each step has a brief description of its content. For example, Lesson 1 includes "Definition & description of the practice", "How this practice is used & by whom", and "Research basis for the practice".

At the bottom of the lesson content, there is a section titled "EBP Resources and Tools" with the text "Downloadable documents that support your understanding and application of the practice." and a gear icon.

Navigation buttons "< BACK" and "NEXT >" are located at the bottom of the main content area. A progress bar at the very bottom indicates the current position within the module, and the page number "Page 3 of 36" is displayed.

AFIRM Features

- Downloadable resources and materials that support use of EBPs with children and youth with ASD:
 - Implementation Checklist
 - Step-by-Step Practice Guide
 - Parent's Guide
 - Tip Sheet for Professionals
 - Data Sheets
 - Evidence-base

Visual Supports (VS)
---Implementation Checklist---

		Observation Date	1	2	3	4
		Observer's Initials				
Step 1: Planning						
1.1 Identify visual supports needed to acquire or maintain target skills						
1.2 Develop/prepare visual support for learner based on individualized assessments						
1.3 Organize all needed materials						
Step 2: Using						
2.1 Teach learner how to use visual support						
- Boundaries:						
<input type="checkbox"/> Introduce boundary to learner						
<input type="checkbox"/> Use modeling to teach learner to stay within boundary						
<input type="checkbox"/> Use reinforcement to encourage learner to stay within boundary						
<input type="checkbox"/> Use corrective feedback when learner does not stay within boundary						
- Cues:						
<input type="checkbox"/> Show learner visual cue						
<input type="checkbox"/> Stand behind learner when prompting use of visual cue						
<input type="checkbox"/> Use concise, relevant words/terms while teaching visual cue						
<input type="checkbox"/> Assist learner in participating in activity/event with visual cue						
- Schedules						
<input type="checkbox"/> Stand behind learner when prompting use of visual schedule						
<input type="checkbox"/> Place schedule information in learner's hand						
<input type="checkbox"/> Use concise, relevant words/terms						
<input type="checkbox"/> Assist learner in getting to designated activity/location, and prompt learner to place schedule materials in appropriate location						
<input type="checkbox"/> Ensure learner remains in scheduled location until prompted to use schedule to transition						
<input type="checkbox"/> Repeat steps until learner is able to complete the sequence independently across activities/locations						
2.2 Fade prompts as quickly as possible when criterion met						
2.3 Use visual supports consistently and across settings						
Step 3: Monitoring						
3.1 Collect data on target behaviors and use of visual supports (independence during use and progress through forms/types of supports)						
3.2 Determine next steps based on learner progress						

Before you start:


Have you...

- ☐ Identified the behavior
- ☐ Collected baseline data through direct observation
- ☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website: afirm.fpg.unc.edu

Resources for Professionals and Parents

TIP SHEET FOR PROFESSIONALS

**Autism Focused Intervention Resources & Modules**

Time Delay (TD) ---Tip Sheet for Professionals---

Time delay...

- is a foundational evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old that is implemented in a variety of ways across multiple settings.
- is implemented by an adult providing a controlling prompt before learner responds which reduces errors and increases reinforcement opportunities.


Why Use?

- Time delay reduces prompt dependence.
- Time is user-friendly and cost efficient, because it does not require any additional materials other than those that are needed for the selected instructional activity.

Outcomes

- The evidence-base for TD supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social		
	Communication	Communication		Communication
	Joint Attention	Joint Attention		
	Behavior	Behavior		
	School-Readiness	School-Readiness		
	Play	Play		
	Cognitive	Cognitive		
	Motor			
	Adaptive			
	Academic	Academic	Academic	




Time Delay TD


TIPS:

- Assess the learner prior to using time delay to be sure the learner has the prerequisite skills needed for the practice.
- Select a controlling prompt that is the least restrictive prompt needed by the learner to use the target skill successfully.
- Respond to learner's attempts based upon if the attempt was correct or incorrect.

PARENT'S GUIDE

**Autism Focused Intervention Resources & Modules**

Modeling (MD) ---Parent's Guide---



This parent introduction to modeling was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how modeling is used with your child, speak with:

For more information visit:
www.afirm.fpg.unc.edu

This introduction provides basic information about modeling.

What is a MD?

- Modeling is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 0 to 22 years old.
- Modeling involves a learner observing someone correctly performing a target skill or behavior.

Why use MD with my child?

- Learners with ASD often struggle with acquiring new target skills or behaviors.
- Observing someone perform the target skill or behavior increases the likelihood the learner will acquire and generalize the skill or behavior.
- Research studies have shown that modeling has been used effectively with learners in early intervention, preschool, elementary school, and high school to address academic, social, communication, joint attention, school readiness, and play outcomes.

What activities can I do at home?

- Before having your child complete an activity, perform the activity yourself. Use exaggerated motions and verbally describe what you are doing. For example, model asking for something to drink first. Then have your child ask for something to drink.
- Make a list of common activities you would like your child to do on a daily basis (such as brushing teeth, putting on shoes, saying "hello"). Choose three activities from the list to begin modeling for your child.
- When your child performs an activity successfully, be sure to praise your child. It might also be helpful to provide time with a favorite toy or activity when completing an activity.

AFIRM User Data

50,000+ Users (representing 176 countries)

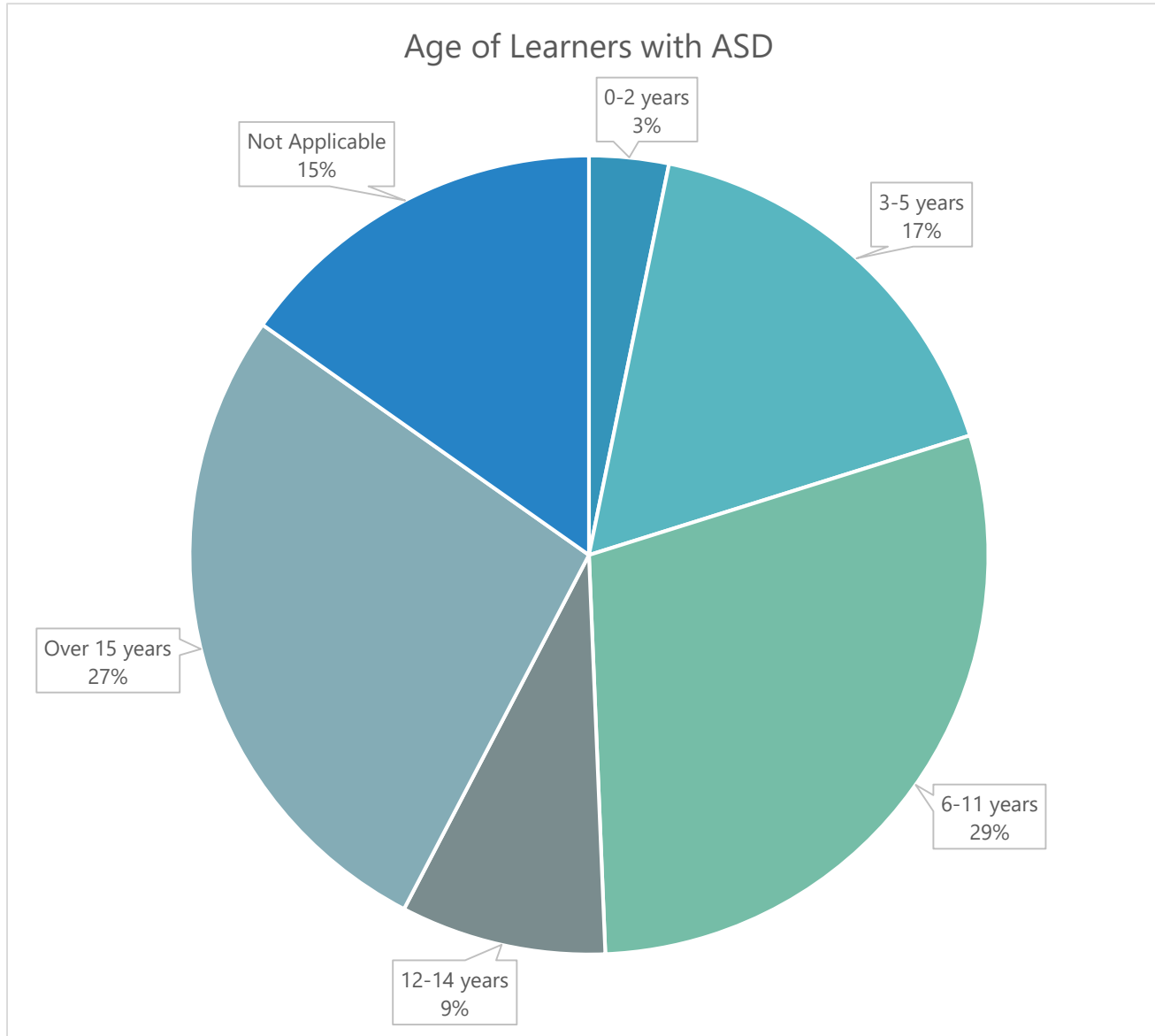
417,060 Individual Sessions

5,373,254 Page Views

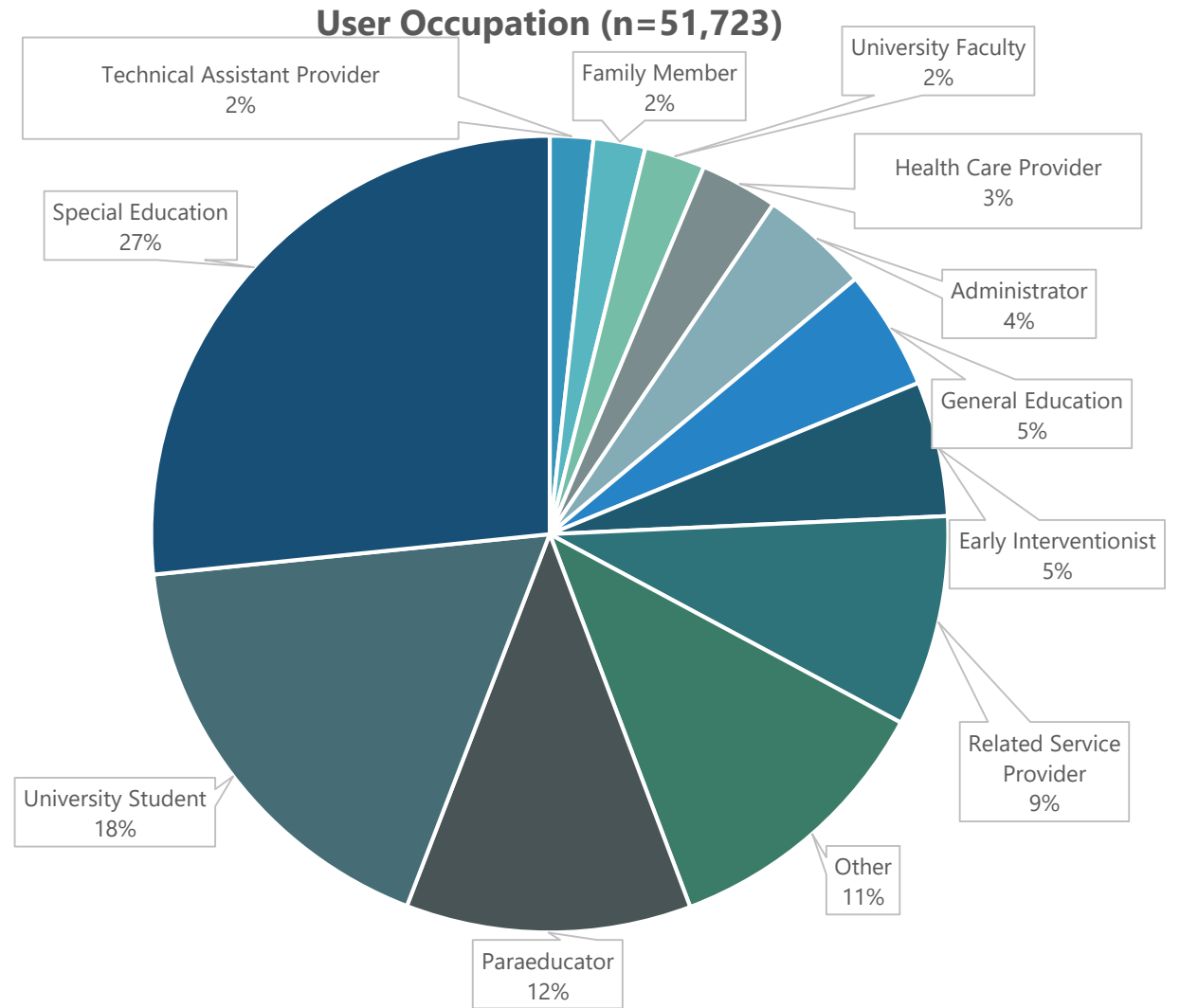
433,754 Documents Downloaded

The screenshot displays the AFIRM (Autism Focused Intervention Resources and Modules) website. At the top left is the AFIRM logo and the text "Autism Focused Intervention Resources and Modules". At the top right, there are links for "My Account | Logout", a login status "You are logged in.", and a help link "Need help? Visit the FAQs section". A navigation bar contains links for "AFIRM Modules", "Learn with AFIRM", "Selecting EBPs", and "Resources". On the left, a sidebar lists the "Module: PMII" and its sub-sections: "A Case for PMII", "Lesson 1: Basics of PMII", "Lesson 2: Plan for PMII", "Lesson 3: Use PMII", "Lesson 4: Monitor PMII", "PMII Resources and Tools", and "Assessments and Evaluations". The main content area is titled "A Case for PMII" and features a video player. The video is titled "Video Story: A Case for PMII" and shows a young boy with blonde hair and a blue backpack. A caption below the video reads: "(The boy continues to look at the computers while putting his backpack away.)". To the right of the video player is a "Key Points" section with three bullet points: "Focal Learner with ASD: blond hair boy with the blue backpack.", "Notice how the student with ASD interacts with peers and how his peers interact with him.", and "Determine if you think PMII could be a possible intervention for this learner." Below the video player is a link for "Video Transcript".

User Report: Age of Learner with ASD



AFIRM Users



AFIRM Modules Completed

TOP 5 EBPS: BIRTH TO THREE

- ☐ PECS (Picture Exchange Communication System)
- ☐ Antecedent Based Interventions
- ☐ Exercise
- ☐ Visual Supports
- ☐ Prompting Procedures

TOP 5 EBPS: THREE TO FIVE

- ☐ Antecedent Based Interventions
- ☐ Visual Supports
- ☐ Discrete Trial Training
- ☐ Functional Behavioral Assessment
- ☐ PECS (Picture Exchange Communication System)

3024 of 3471 users (87%) increased their knowledge from the pre to the post assessment

What are B-K Users Saying About AFIRM?

I am blown away!
Have shared with all
our classroom
teachers and
behavior specialists

Great skills
learned to
teach families

Great printable
resources for parents
and professionals and
ideas for interventions

AFIRM

Videos provide
great examples
of
implementation

This module will
be useful to share
with support staff
in my room.

For in-service
training, AFIRM
has so many
wonderful
resources/info
on Naturalistic
Interventions!

Resources

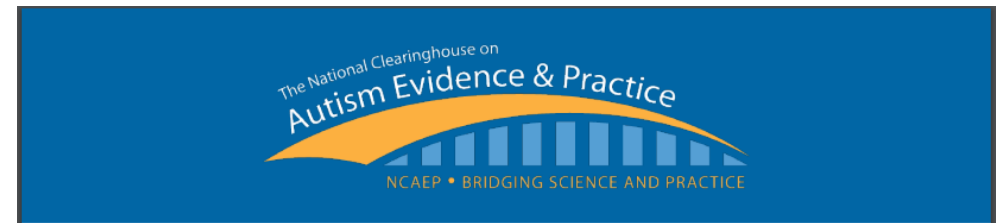


<https://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>

Evidence-based practices:
<https://autismpdc.fpg.unc.edu/evidence-based-practices>



<https://afirm.fpg.unc.edu/afirm-modules>



<https://ncaep.fpg.unc.edu/>

