Evidence-based Practices that Support Inclusion for Children with Autism

ANN SAM, PH.D.
Who We Are
Objectives

- Identify 27 focused interventions as effective for children with ASD
- Learn a process for matching EBPs to address goals of students with autism.
- Describe the evidence-based practice, Peer-mediated Instruction and Intervention, which supports inclusive practices in classrooms with children with ASD
- Know where to access internet supports for learning more about EBPs
Characteristics of Young Children with ASD & Inclusive Settings
Autism Spectrum Disorder (DSM-5)

- Developmental disability
  - Not recognizable at birth
  - Typically lifelong
- Complex Disorder
  - Many areas affected
- Wide range of impairment
  - Mild to severe across areas

Learn the Signs. Act Early.

https://www.cdc.gov/ncbddd/actearly/index.html
How Might Characteristics of Child with ASD Impact an Inclusive Classroom?
How Might an Inclusive Classroom Be Supportive to Learning Needs of a Child with ASD?
Evidence-based Practices (EBPs)
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)
Why we chose focused interventions?

- We had our audience in mind
- Flexibility in use of EBPs to address individual needs of students.
- Build on the infrastructure that exists in programs and schools (IEPs/IFSPs).
- EBPs are widely used: Prompting, Reinforcement, Visual Supports, etc...
- EBPs can be applied universally
NPDC Article Review Process

NPDC EBP Workgroup
- Title Review: 29,105

NPDC EBP Workgroup
- Abstract Review: 3,449

NPDC EBP Reviewers
- Article Review: 1,030

NPDC EBP Workgroup
- Final Check: 546

- 456 acceptable studies
Age of Participants in Studies

![Bar chart showing the number of studies in different age groups.]

- 0 to 2: Group
- 3 to 5: SCD
- 6 to 11: SCD
- 12 to 14: SCD
- 15 to 18: SCD
- 19 to 22: SCD
2014 update of EBP Review:

- Covered years 1990-2011
- 27 EBPs identified
Incorporate last five-six years of focused intervention practices research (2011-2017)

Develop process for continuous update

Expand to adult interventions

Review of psychopharm and behavioral/psycho-pharma interventions

Operating on initial seed funding for first year

http://ncaep.fpg.unc.edu/
Practitioners can build “eclectic”/evidence-supported programs to address specific needs of individual with ASD

More research is needed to address focused intervention practices for infants, toddlers, and high school students

Better child outcomes dependent on translation of EBPs
Evidence-based Practices (2014)

- Antecedent-based interventions
- Cognitive behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent implemented interventions
- Peer-mediated instruction & intervention
- Picture exchange communication system
- Pivotal response training

- Prompting
- Reinforcement
- Response interruption/redirection
- Scripting
- Self-management
- Social narrative
- Social skills training
- Structured play groups
- Task analysis
- Technology-aided instruction & intervention
- Time delay
- Video modeling
- Visual supports
Evidence-based Practices - Foundational

- Antecedent-based interventions
- Cognitive behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- **Modeling**
  - Naturalistic interventions
  - Parent implemented interventions
  - Peer-mediated instruction & intervention
  - Picture exchange communication system
  - Pivotal response training
- **Prompting**
- **Reinforcement**
- Response interruption/redirection
- Scripting
- Self-management
- Social narrative
- Social skills training
- Structured play groups
- **Task analysis**
- Technology-aided instruction & intervention
- **Time delay**
- Video modeling
- **Visual supports**
# Evidence-based Focused Intervention Practices

## Fundamental Applied Behavior Analysis Practices
- ✓ Reinforcement*
- ✓ Prompting*
- ✓ Time delay*
- ✓ Modeling*
- ✓ Task analysis*

## Positive Behavior Intervention and Support
- ✓ Functional behavior assessment*
- ✓ Antecedent-based interventions*
- ✓ Extinction*
- ✓ Response interruption/redirection*
- ✓ Differential reinforcement*
- ✓ Functional communication training*

*ABA Techniques
Social Communication Interventions

- Social skills training
- Peer-mediated intervention and instruction*
- Social narratives
- Structured play groups
- Picture Exchange Communication System (PECS®)*

*ABA Techniques

Broad Teaching Strategies

- Visual supports
- Discrete trial training*
- Naturalistic interventions*
- Pivotal response training*
- Parent-implemented interventions
- Scripting*
- Exercise
# Evidence-Based Focused Intervention Practices

<table>
<thead>
<tr>
<th>Cognitive Behavior</th>
<th>Technology Oriented</th>
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<tbody>
<tr>
<td>✓ Self-management*</td>
<td>✓ Technology-aided instruction and intervention</td>
</tr>
<tr>
<td>✓ Cognitive behavior interventions*</td>
<td>✓ Video modeling*</td>
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</table>

*ABA Techniques
Selecting EBPs
The EBP Process

Select EBP  Implement EBP  Assess Progress
Think About:

Child

____________________________

1 priority outcome

____________________________
When Selecting EBP Consider:

- Child & Family Characteristics
- Clues found in the Outcome/Goal
- Teacher/Team Characteristics
- Other Resources Available
Instructional Domains

- Social
- Communication
- Behavior
- Joint attention
- Play
- Cognitive
- School-readiness
- Academic
- Motor
- Adaptive
- Vocational
- Mental health
# Matrix of EBPs by Outcome and Age

<table>
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<tr>
<th>EBP - Evidence-based Practice</th>
<th>Social</th>
<th>Communication</th>
<th>Joint Attention</th>
<th>Behavior</th>
<th>School-Readiness</th>
<th>Play</th>
<th>Cognitive</th>
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</table>
Allison is four years old and is in an inclusive preschool. She will engage in a turn taking activity with a peer for 5 minutes in 3 of 4 opportunities.
Allison
Allison is four years old and is in an inclusive preschool. She will engage in a turn taking activity with a peer for 5 minutes in 3 of 4 opportunities.

EBP(s):
- In an inclusive classroom
- ABA after school
- Enjoys holding toy horses and plays in stereotypic ways
- Follows a model
- Teacher has great interactions with Allison
- Teacher likes to use peer buddies during centers
- Teacher creates nice visuals
- Dad and mom concerned she does not play with siblings and cousins
Think About:

Child

____________________________

1 priority outcome

____________________________
Implementing EBPs

- Now what?
- Next steps?
- How do you know what to do?
AFIRM – Autism Focused Intervention Resources & Modules
AFIRM

- **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**
### Who Are Our Users?

#### Occupation Distribution

<table>
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<tr>
<th>Occupation</th>
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<td>Technical Assistant Provider</td>
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<tr>
<td>Family Member</td>
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<tr>
<td>University Faculty</td>
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<td>Health Care Provider</td>
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<td>Early Interventionist</td>
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<td>Related Service Provider</td>
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<td>Other</td>
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<td>Paraeducator</td>
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<td>University Student</td>
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<td>Special Education</td>
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<td><strong>Total</strong></td>
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#### User Occupation (n=47,471)

- Technical Assistant Provider: 2%
- Family Member: 2%
- University Faculty: 3%
- Health Care Provider: 3%
- Administrator: 5%
- General Education: 5%
- Early Interventionist: 5%
- Related Service Provider: 9%
- Other: 11%
- University Student: 17%
- Paraeducator: 12%
- **Special Education**: 26%
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
AFIRM Content

- Engaging case examples
- Multimedia presentation of content
- Interactive assessments
- Free professional completion certificates
AFIRM Supplemental Materials

- Implementation checklist
- Step-by-step practice guide
- Parent’s guide
- Tip sheet for professionals
- Data sheets
- Evidence-base
AFIRM Certificates

Now offering CEU credits & Type-II CEs!
How confident do you feel in implementing the evidence-based practices you reviewed on the AFIRM modules?
### AFIRM Survey Results

**How have you applied information from the AFIRM modules to your work?**

**Top 3 applications of AFIRM:**
1. Determining the learner’s needs
2. Sharing information with colleagues and other professionals
3. Individualizing instruction

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<tr>
<th>How users have applied information from AFIRM</th>
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<td>Using implementation checklists to ensure fidelity</td>
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<td>Sharing information with parents</td>
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<td>Sharing information with colleagues and other professionals</td>
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<td>Planning lessons using identified practices</td>
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<td>Other</td>
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<tr>
<td>Monitoring IEP goals</td>
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<td>Modifying use of evidence-based practices based on data collected</td>
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<td>Matching IEP goals to evidence-based practices</td>
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Evidence-based Practice

Peer-mediated Instruction & Intervention
Because learners with ASD may...

- need support during group instruction
- feel overwhelmed in group activities; and
- need assistance with social interaction and relationships.

When peers without disabilities trained to engaged:

- Learners with ASD engage in increased social responding and social engagement
- Positive social relationships and friendships between learners with ASD and peers.

Refer to PMII Handout 1: Professional Tip Sheet
PMII: Evidence-base

- PMII meets the evidence-based practice criteria set by NPDC with 15 single case design studies.
- Effective for preschoolers (3-5 years) to high school-age learners (15-22) with ASD.
- Addresses social, communication, joint attention, school readiness, play, and academic outcomes.

Refer to PMII Handout 2: Evidence-base
PMII: Student Outcomes

- Teach peers without disabilities ways to interact with learners with ASD;
- Increase frequency of interactions between learners with ASD and peers;
- Extend peers’ social interactions with learners with ASD;
- Enhance quality of social interactions;
- Minimize teacher and adult supports;
- Facilitate participation in classroom activities; and
- Promote interactions between peers and learners with ASD that are positive and natural.
PMII involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions in natural environments.

It is an effective intervention to use with learners with ASD of all ages.

Research supports its use with preschoolers to achieve the following outcomes:

- Joint attention
- Play
- Communication
- Social
- School Readiness
<table>
<thead>
<tr>
<th>TYPE OF PMII</th>
<th>DESCRIPTION</th>
<th>SKILLS</th>
<th>AGES</th>
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</thead>
<tbody>
<tr>
<td>Peer Modeling</td>
<td>Train peers to demonstrate use of target skills to learner with ASD</td>
<td>• Requesting assistance</td>
<td>• Young children</td>
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<td></td>
<td></td>
<td>• Joining activity</td>
<td>• Elementary</td>
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<td></td>
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<td>• Following directions</td>
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<td>• Greetings</td>
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<tr>
<td>Peer Initiation Training</td>
<td>Train peers in use of strategies to encourage peers to interact with learner with ASD in natural settings</td>
<td>• Responding to invitations</td>
<td>• Young children</td>
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<td></td>
<td></td>
<td>• Maintaining conversations</td>
<td>• Elementary</td>
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<td></td>
<td></td>
<td>• Turn-taking</td>
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<tr>
<td>Direct training for target student and peer</td>
<td>Teach peers and learner with ASD specific target skills</td>
<td>• Initiating conversations</td>
<td>• Young children</td>
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<td></td>
<td></td>
<td>• Perspective taking</td>
<td>• Elementary</td>
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<tr>
<td></td>
<td></td>
<td>• Accepting ‘no’</td>
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<tr>
<td>Peer Networks</td>
<td>Peers interact with learner with ASD in a facilitated, regular meeting held outside of instructional time.</td>
<td>• Joining peer groups</td>
<td>• Upper elementary</td>
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<td>• Promoting social networks</td>
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<tr>
<td>Peer Supports (e.g. best buddies, peer tutoring)</td>
<td>Peers provide social and academic support to learner with ASD within and inclusive environment</td>
<td>• Academic skills</td>
<td>• Upper elementary</td>
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<tr>
<td></td>
<td></td>
<td>• Social skills</td>
<td></td>
</tr>
</tbody>
</table>
Identify times when social interaction naturally occurs
Identify and recruit 1 to 6 peers
Prepare for session
Introduce target skill or strategy to peers
Develop scripts for peers
Use role plays with peers
Review peer schedules and how peers record data and notes using notebooks, in appropriate

Assign 1 to 6 peers to the learner with ASD
Conduct at a minimum regular 15 minute sessions daily
Provide materials for learner to participate in sessions
Provide support and periodic feedback to peers

Observe and document behavior of learners with ASD
Determine if peers need additional support/training
Determine next steps based of progress of learner with ASD

Steps to Implementing
1. Planning: PMII

- Identify times when social interactions naturally occur
- Identify 1-6 peers to participate
- Clearly identify the target skill or behavior for peers
- Develop scripts for peers, if appropriate
- Use role play with peers
Identify Social Interactions

- Ongoing classroom activities
- Determine needs of learner
- Conduct Pre-Assessment for learner with ASD
Select and Recruit Peers

- Exhibit good social and language skills
- Positive interactions with learner
- Attend school regularly
- Similar schedules
- Willingness to participate
- Teacher and parent permission
Prepare Peers for Role
Role Play and Practice with Peers
2. Using: PMII

- Assign learner to group of peers
- Conduct instruction a minimum of 15 minutes daily
- Provides materials for the learner and the peers to participate
- Provides support and feedback to peers
PMII: In Classrooms
3. Monitoring: PMII

- Observe and document behavior of the learner with ASD
- Determine if peers need additional support or training
- Next steps are based on progress of the learner:
  - Continue with the intervention; expand intervention
  - Retrain peers
  - After length of time, if not achieving intended outcome, reassess use of practice

Refer to PMII: Peer Self-Monitoring
Refer to PMII: Progress Monitoring
Resources for Implementation

- Implementation Checklist
- Peer Pre-assessment
- Sample Anecdotal Notes
- Sample Progress Monitoring Form
- PMII Professional’s Tip Sheet
- PMII Step-by-Step
- And MORE
Questions?

Ann Sam

- Ann.Sam@unc.edu

FPG Values Your Feedback!

- Please complete an evaluation of this session.