

The Shifting Sands of Autism Policy & Policy Research: Where We Are & Where We Should Be

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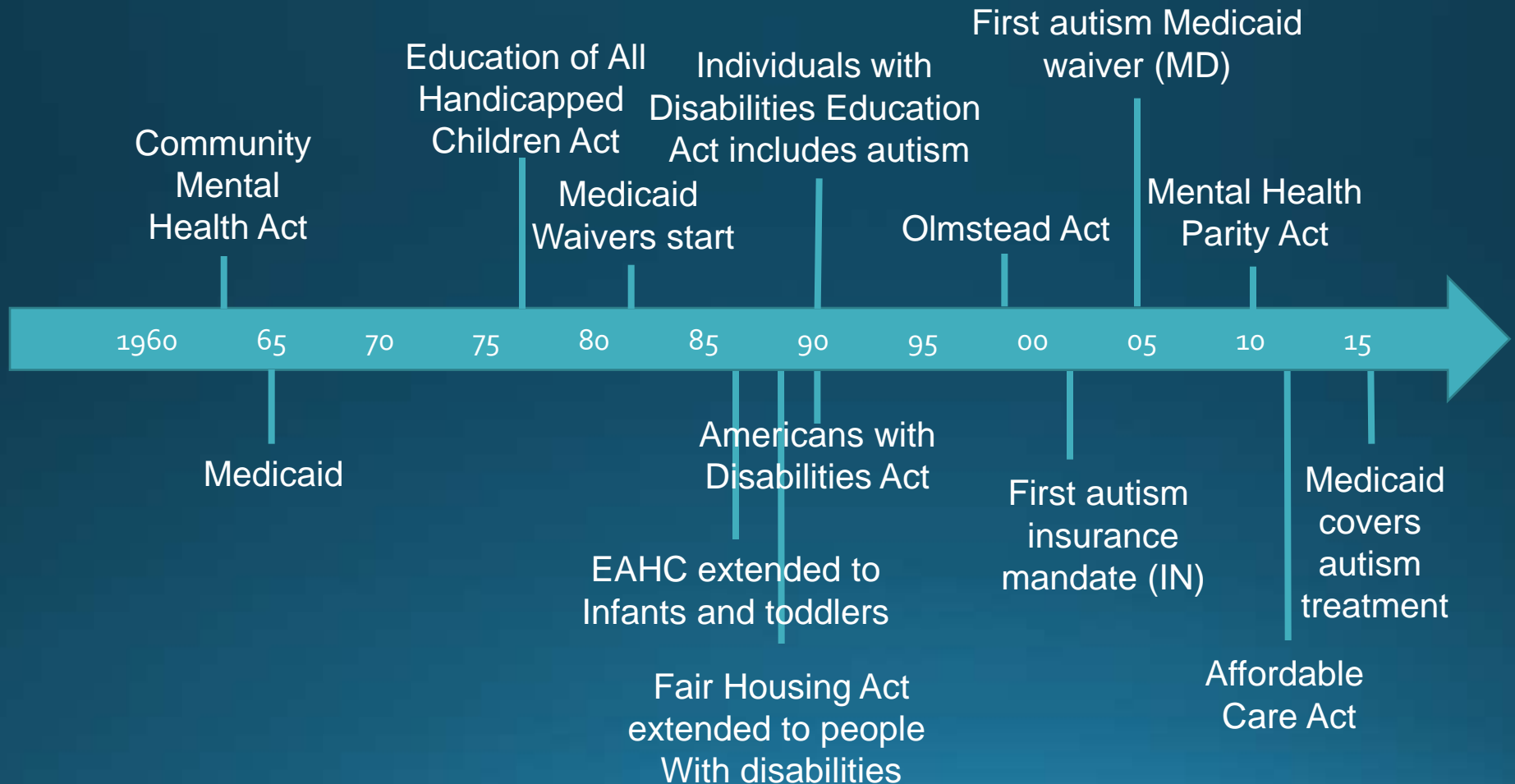
University of Pennsylvania

Associate Director, Center for Autism Research,

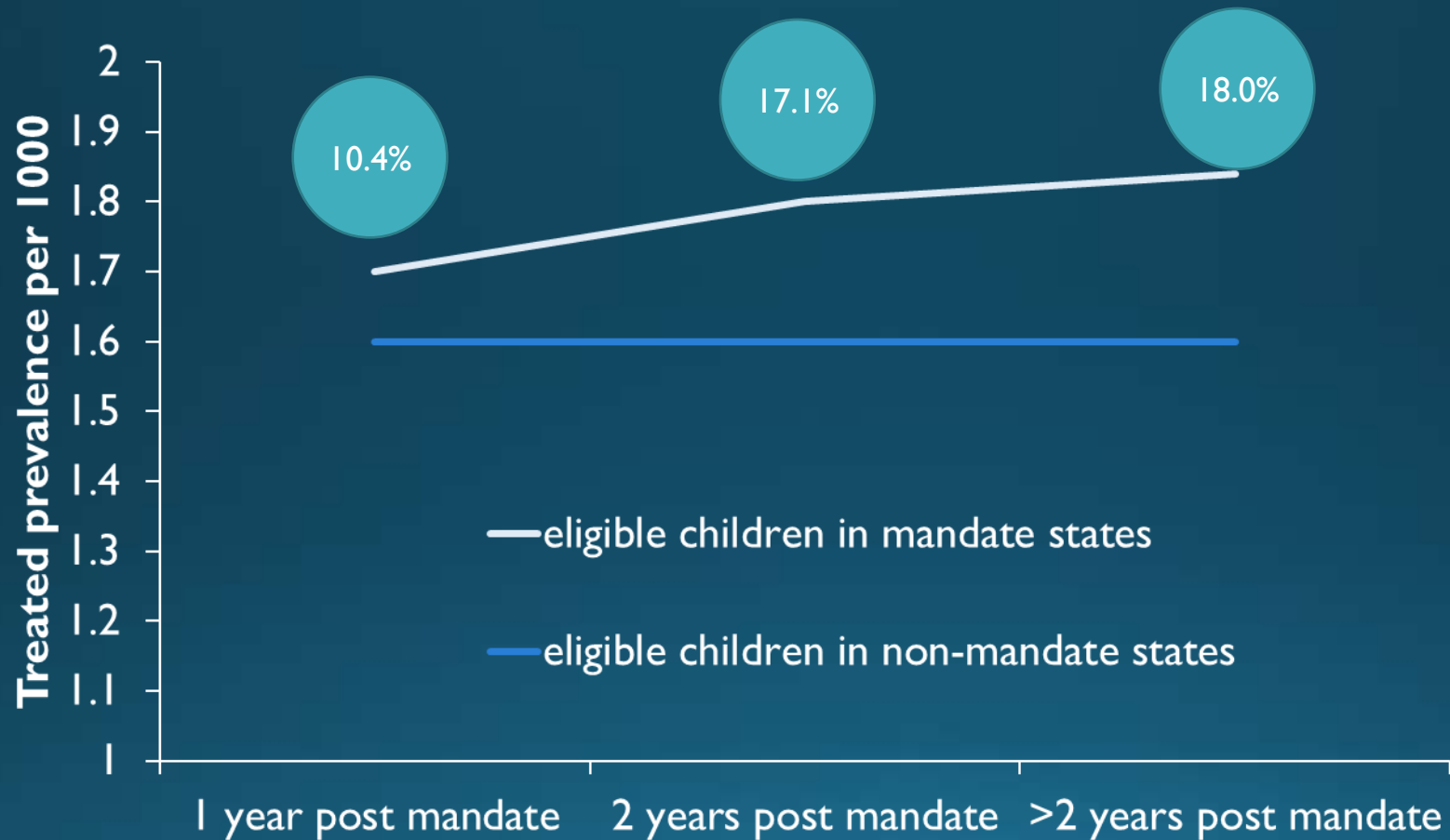
The Children's Hospital of Philadelphia



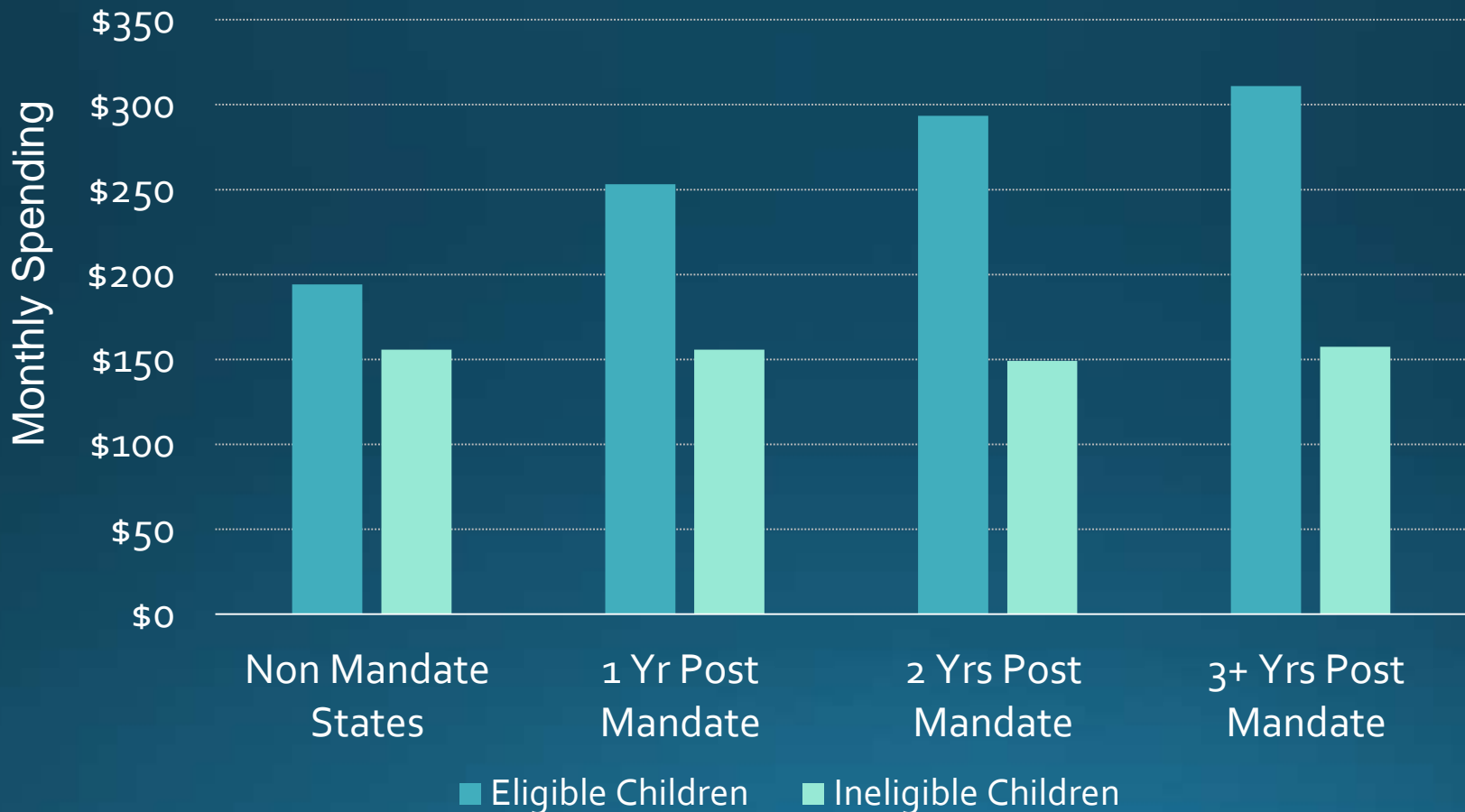
Policies Affecting People with ASD



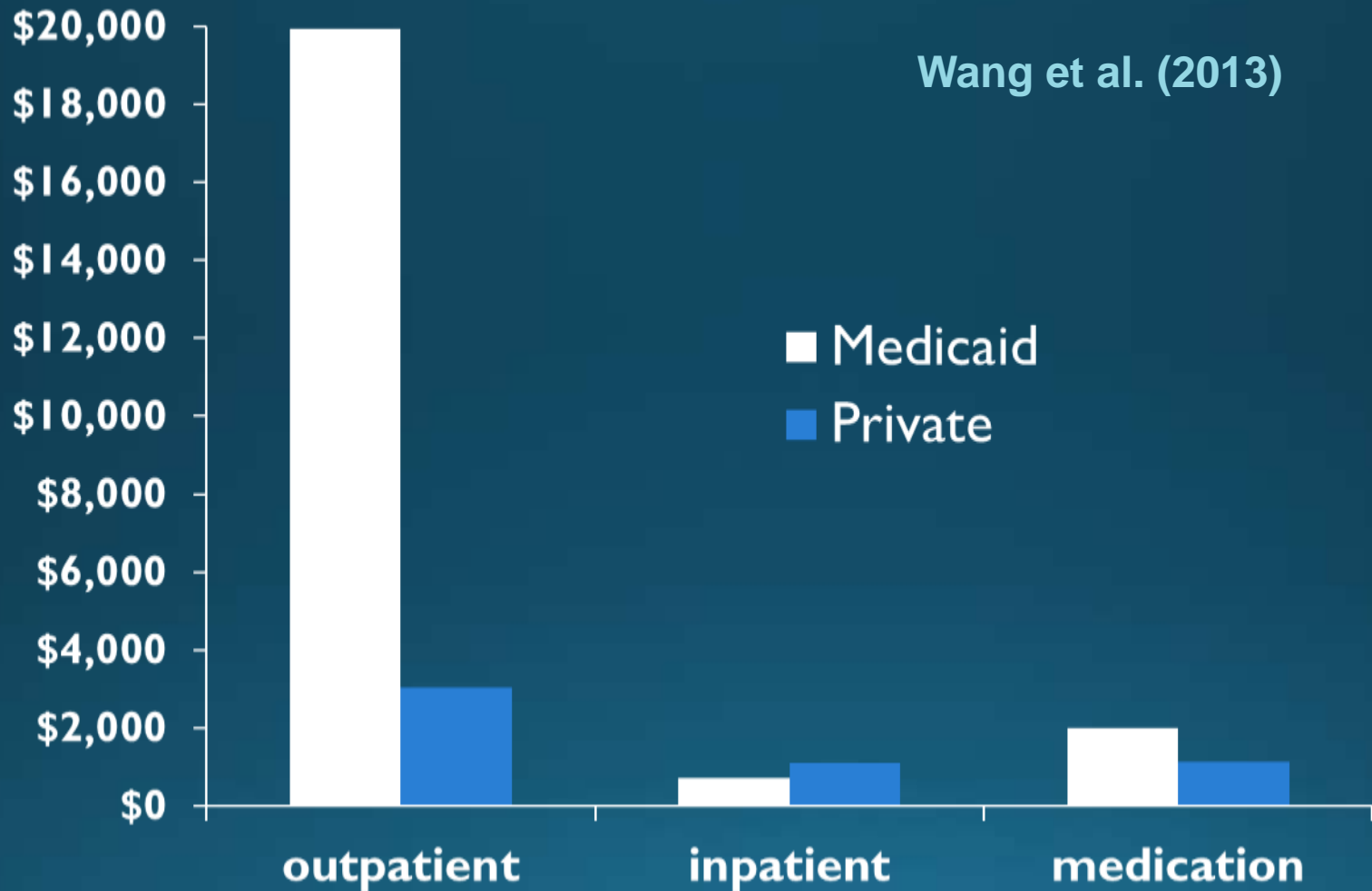
Effect of mandates on treated prevalence



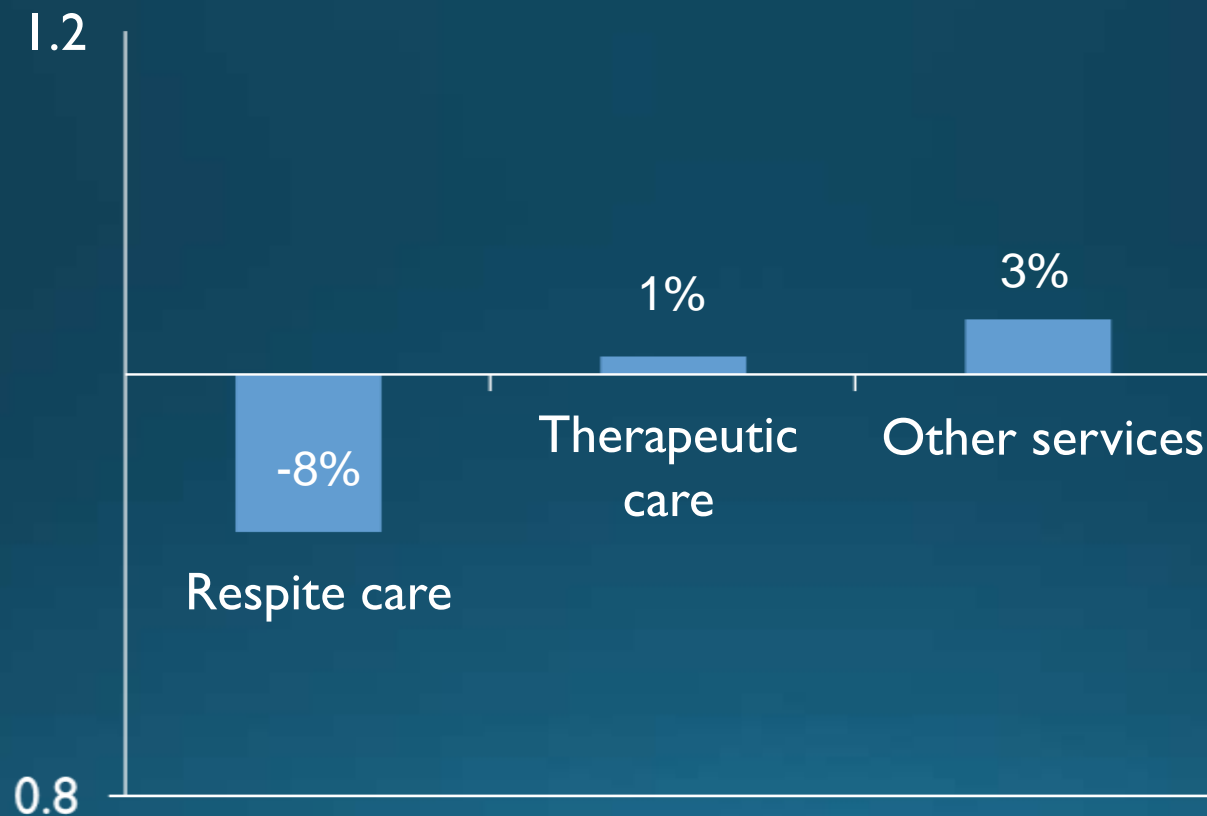
Effect of mandates on service use



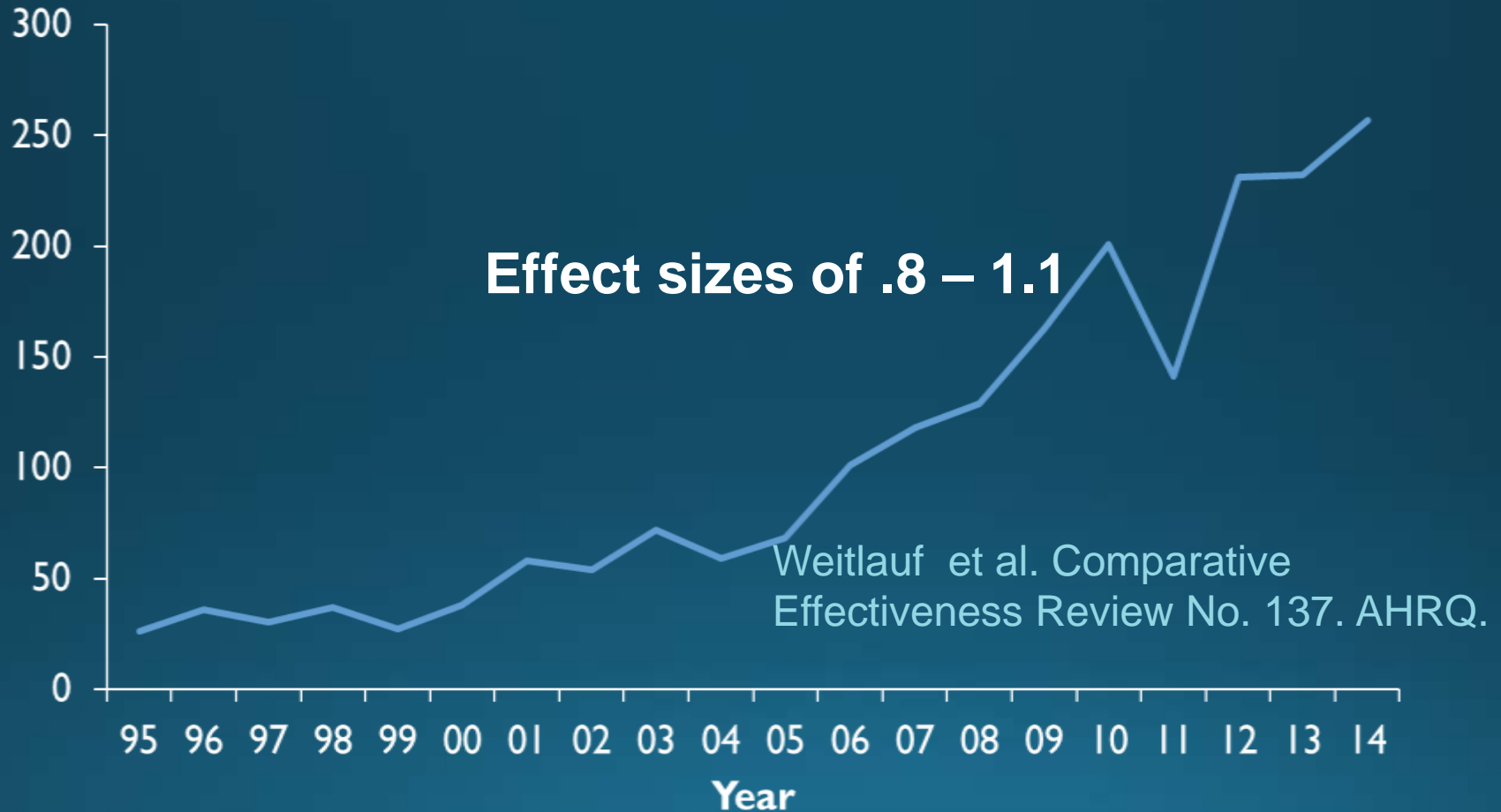
Medicaid vs. Private Insurance Expenditures



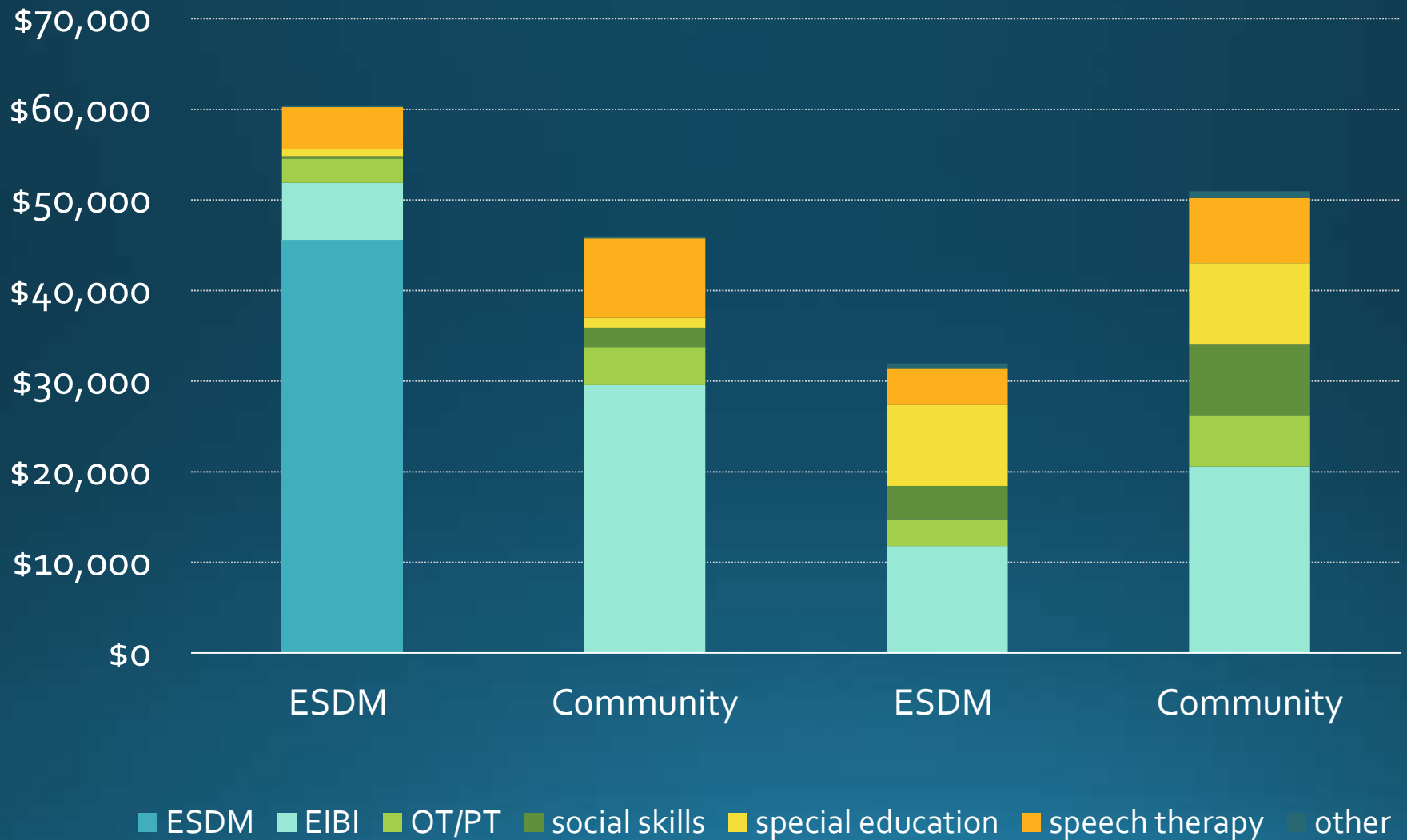
Effects of last 60-day service use on hospitalization (\$1000)



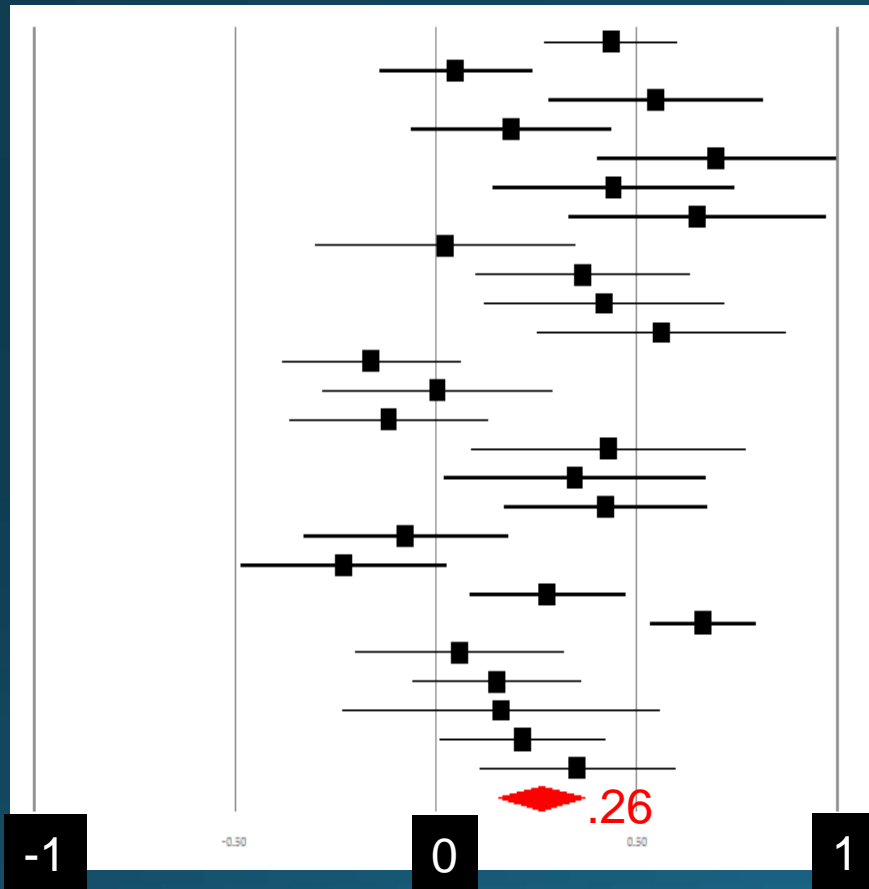
Published ASD treatment studies



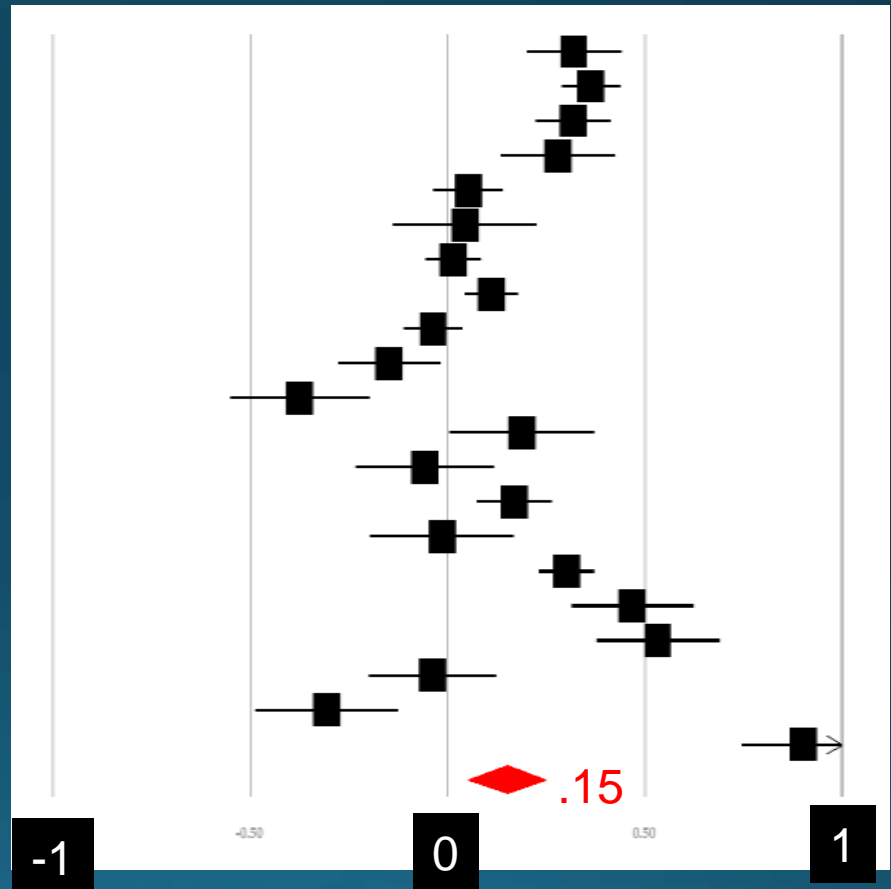
Cost offset associated with ESDM



Cognition

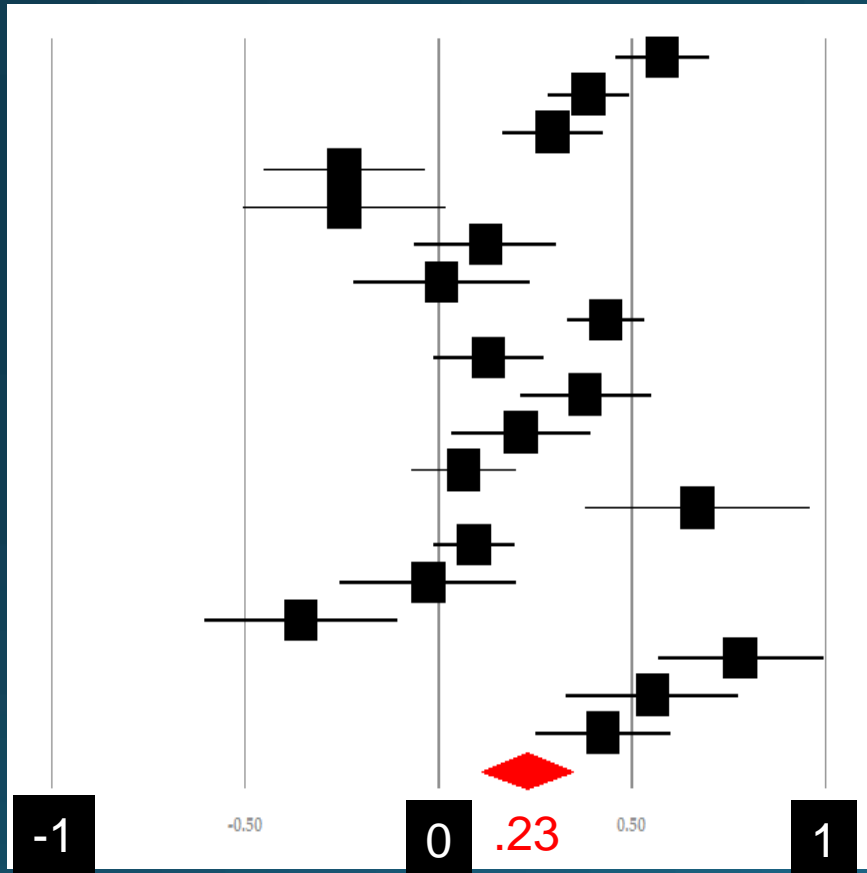


Adaptive Behavior

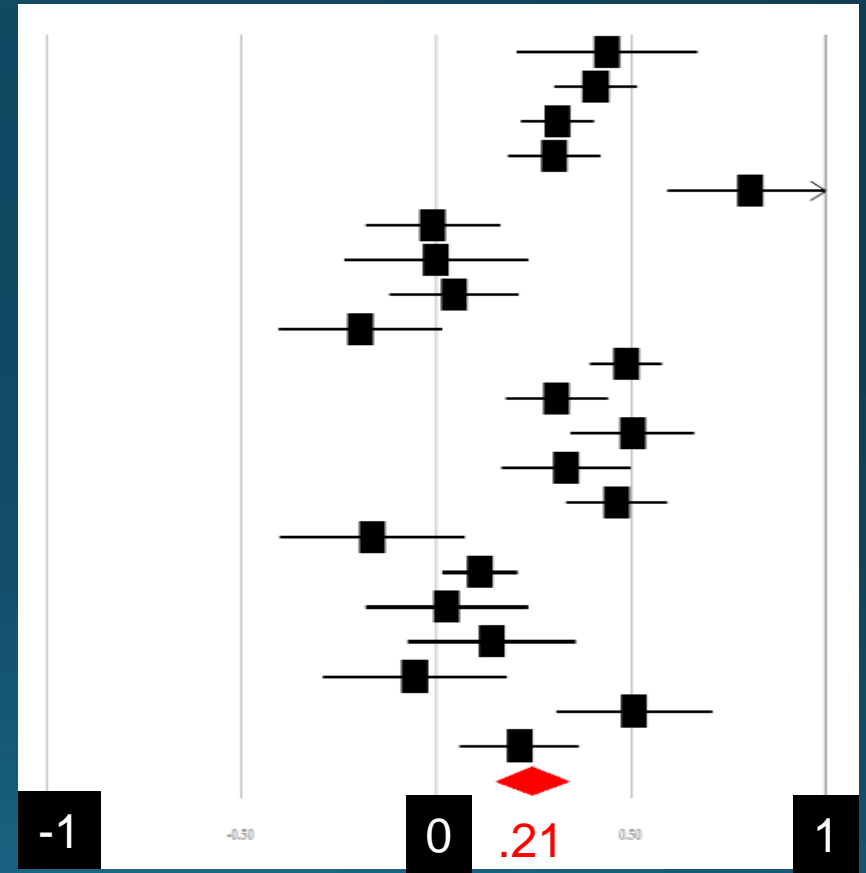


Effects of Community Treatment

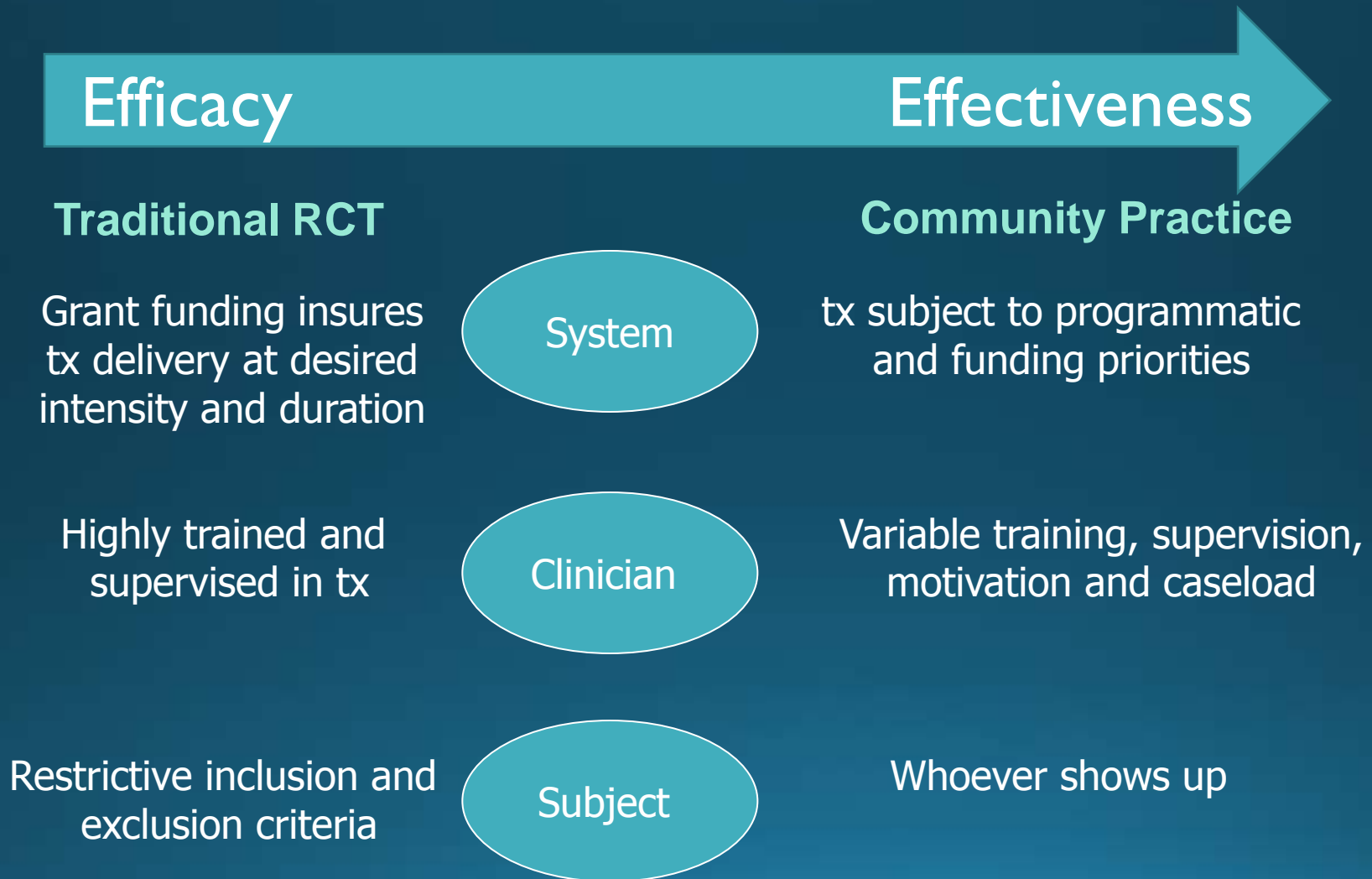
Social



Communication



The test of any intervention is the test of that intervention in a context.



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Efficacy

Effectiveness



System

tx subject to programmatic
and funding priorities

clinician

Variable training, supervision,
motivation and caseload

subject

Whoever shows up

Community Practice

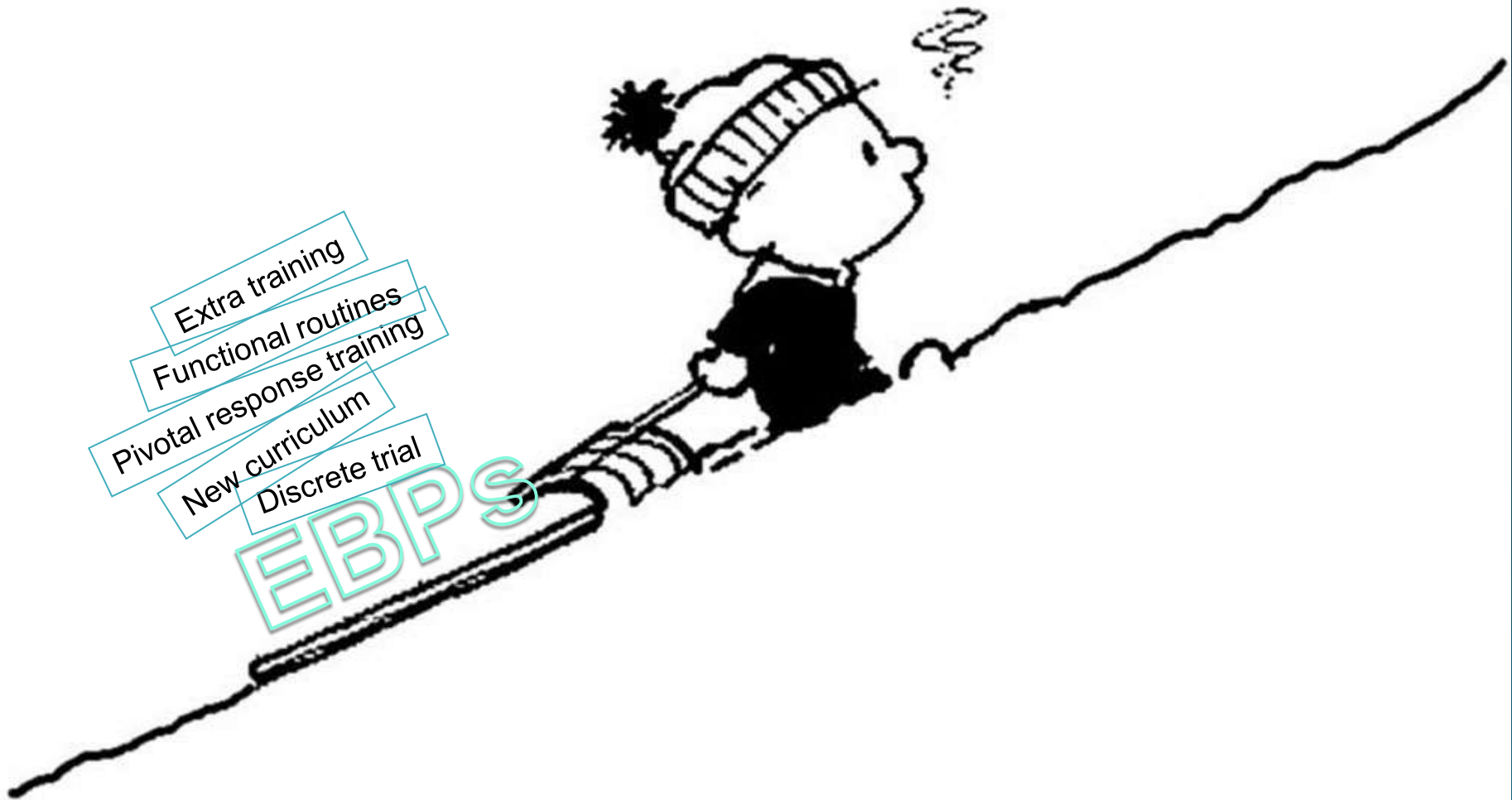
Interventions used in the community: *response from one school district*

An array of interventions and instructional strategies are utilized to support teachers and staff who teach children with autism. Some of these include:

- ABA (Applied Behavioral Analysis): task analysis, discrete trial
- VBA (Verbal Behavior Analysis)
- TEACCH
- Visual Supports (communication/instruction/schedules)
- Positive Behavior Supports (i.e. Jed Baker books, Tony Attwood)
- The Incredible 5-Point Scale
- Integrated technology for social stories/instruction (i.e. Smart Board)
- RDI (Relationship Development Intervention)
- Assistive Technology (i.e. communication boards, electronic communication)
- Floor time
- Pivotal Response
- Research-based reading and mathematics interventions

These strategies are used across all settings, ages and grades based on the individual needs of students.





Extra training

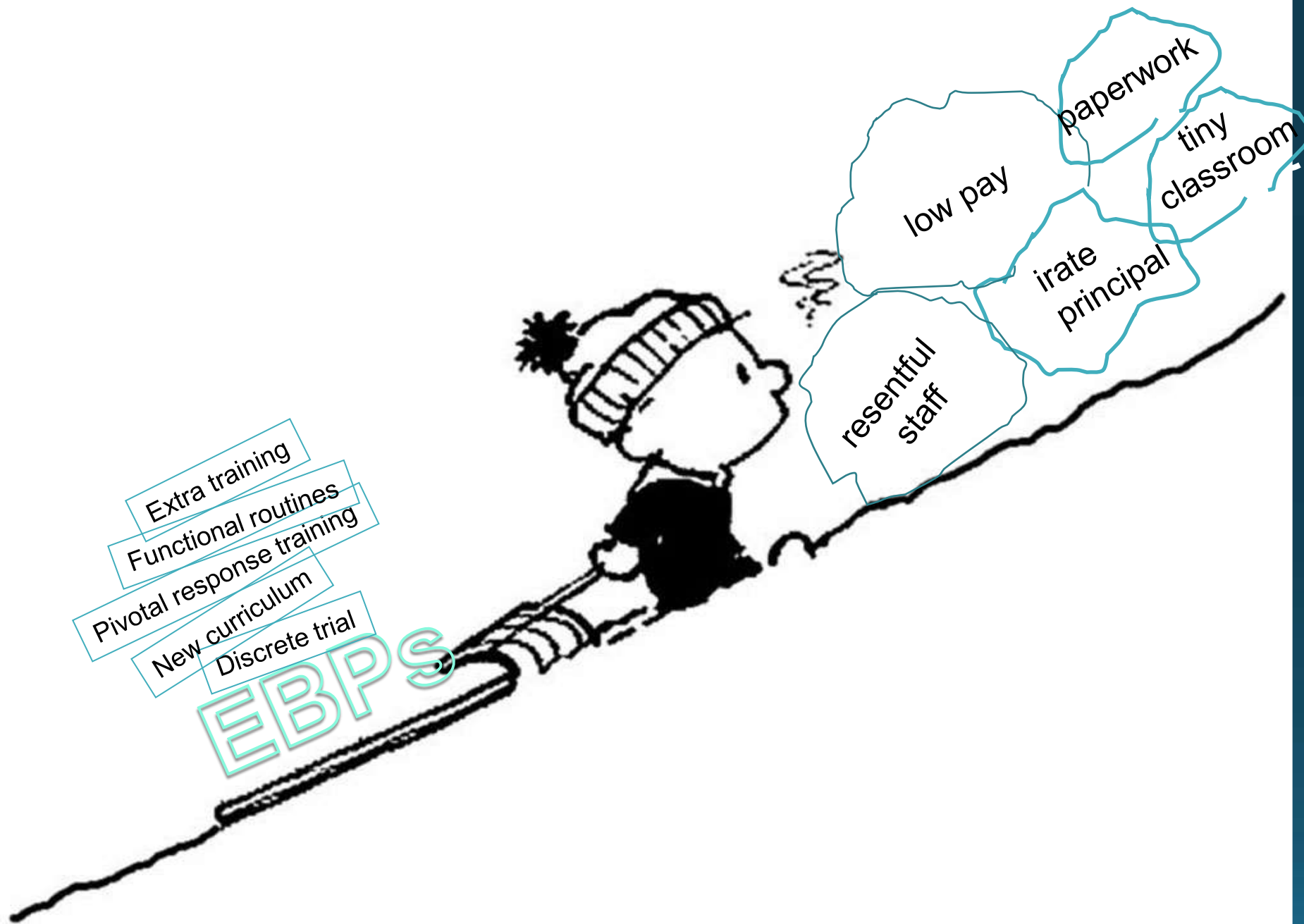
Functional routines

Pivotal response training

New curriculum

Discrete trial

EBPS



Extra training

Functional routines

Pivotal response training

New curriculum

Discrete trial

EBPS

low pay

paperwork

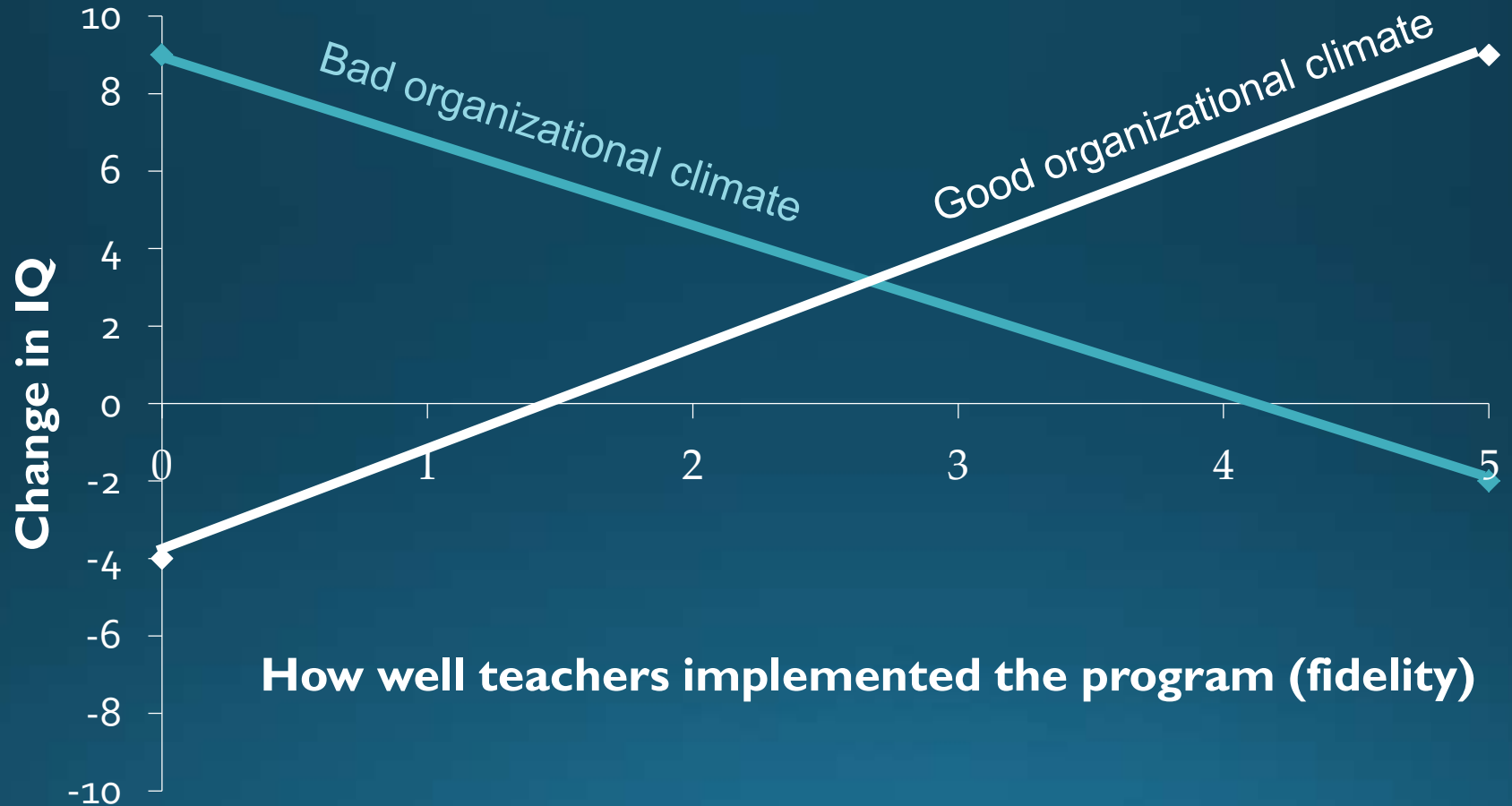
tiny classroom

irate principal

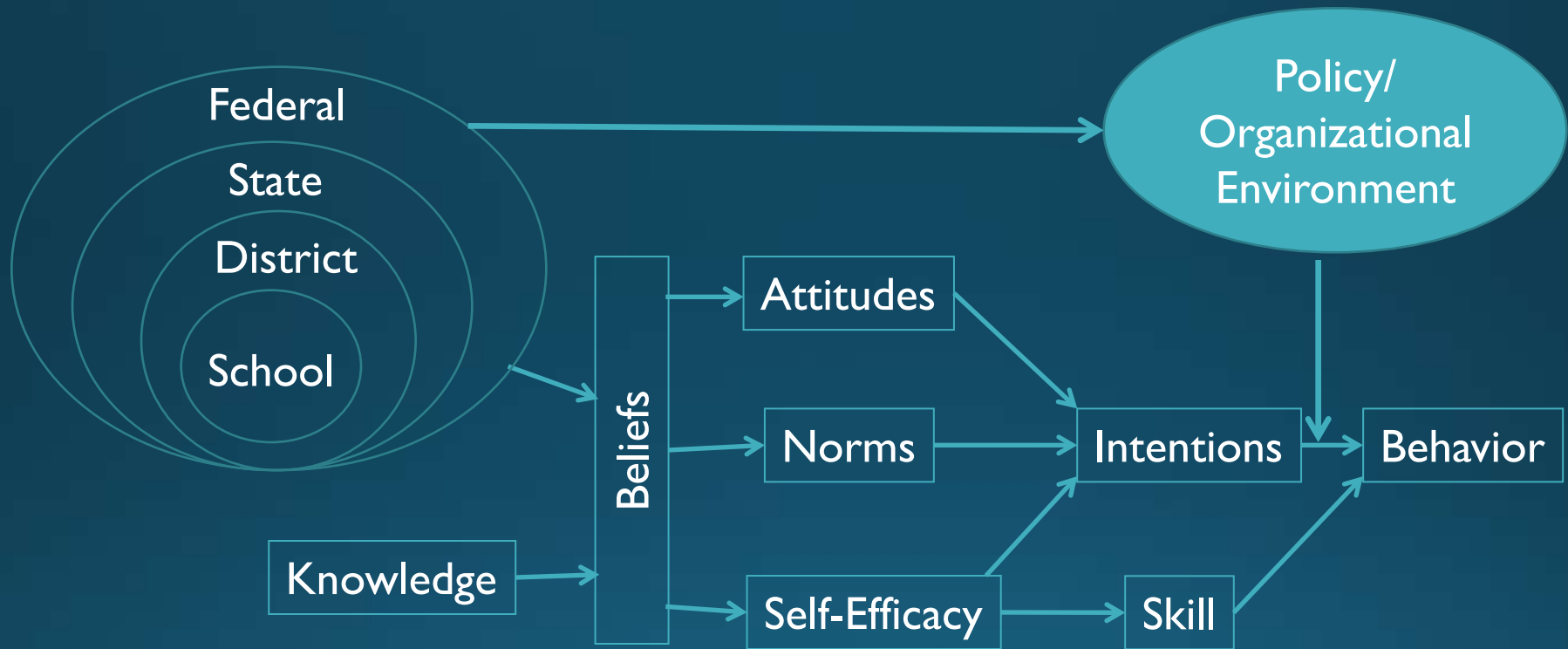
resentful staff

Implementation Climate

(Is use of the intervention expected, supported and rewarded?)

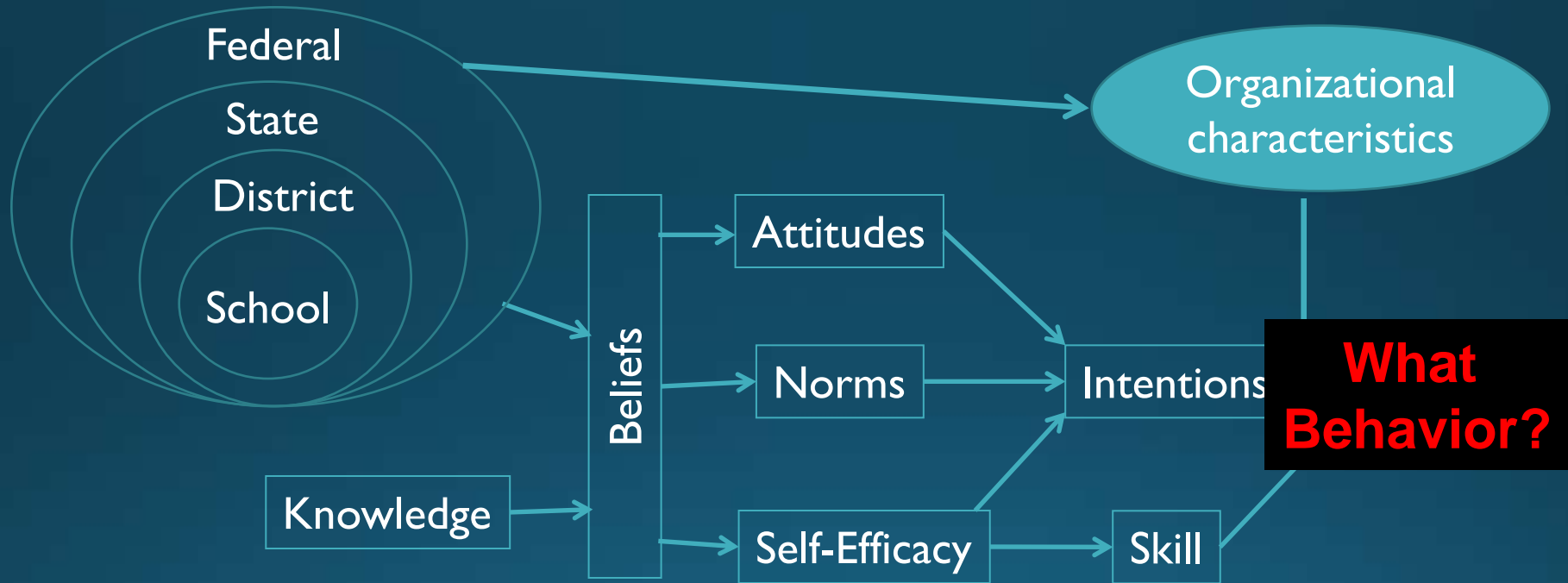


Integrating org. and psych. theories



Adapted from Azjen (1986, 1991) and Williams and Glisson (2013)

Integrating org. and psych. theories



What behavior?



Visual schedules



Positive reinforcement



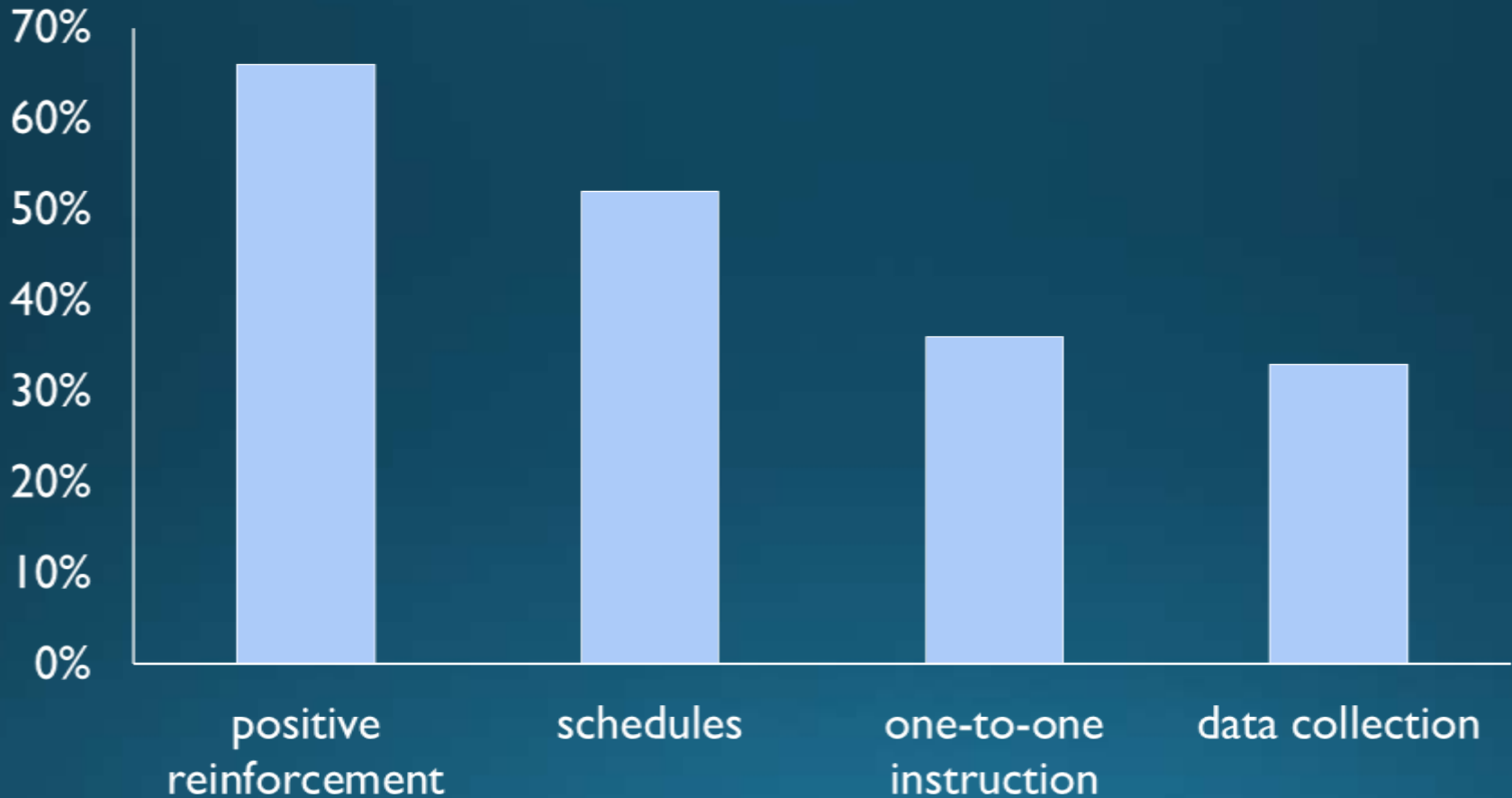
Data collection



One-to-one(?) intervention each day



% of teachers that strongly agree that they will use these practices



% of teachers that strongly agree that they will use these practices



Policy Options

- ✓ Mandated program
- ✓ Mandated competency training
- ✓ Ongoing coaching
- ✓ Clear evaluation standards based on program components
- ✓ Position security
- ✓ Create community with shared expectations
- ✓ Career ladder

What We Do



What We Want



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Thank you