ELWYN SEEDLINGS: IMPLEMENTATION OF EVIDENCE-BASED PRACTICES FOR PRESCHOOL CHILDREN WITH AUTISM

INTRODUCTIONS

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AGENDA

- Who We Are...
- Where We Started...
- What We’ve Done...
- Where We’re Going...

Research

Practice

ELWYN SEEDS

- 7449 Kids
  - Home-Based
  - Preschools
  - Daycares

- 686 ASD
  - Reverse
  - Mainstream
  - Early
  - Intervention

- 68 Agencies
  - Autism
  - Support
  - Center-Based
  - (Seedlings)
Identified Need for Growth

University of Pennsylvania

Needs Assessment

Dr. Peter Doehring, ASD Roadmap

WHERE WE STARTED

OVERVIEW OF RECOMMENDATIONS, ASD ROADMAP AND THE UNIVERSITY OF PENN

- **Recommendation 1**: Expand and update the use of evidence-based practices for children with autism as outlined in the research (Intensive ABA-based teaching methods and strategies)
- **Recommendation 2**: Update classroom model to provide intensive ABA-based teaching in all classrooms as needed on an individual basis
- **Recommendation 3**: Provide opportunities for inclusion with typical peers
- **Recommendation 4**: Revise staff oversight and training to support these changes
- **Recommendation 5**: Identify additional opportunities to provide training, guidance and support to parents
- **Recommendation 6**: Eliminate delays in initiating new services
### CHALLENGES

- Staffing Issues
- Staff Motivation
- Parent Involvement and Support
- Volume of Eligible Students
- Quality of Services
- Cross-Discipline Implementation of EBPs
- IDEA and LRE
- Transportation and other logistics
- Autism Diagnosis

### RECOMMENDATIONS 1 AND 2

- Expand and update the use of evidence-based practices for children with autism (intensive ABA-based teaching methods and strategies)
- Update classroom model to provide intensive, one-to-one ABA-based teaching in all classrooms as needed
IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Development and implementation of new program structure:
  - Classroom model
  - Shift in staff role
  - Created new, supportive role
  - Integrated model of service delivery
  - Addition of float staff

- Implementation of evidence-based practices for children with autism, per the NAC and NPDC’s recommendations.
  - Discrete Trial Teaching
  - Natural Environment Teaching
  - Task Analysis
  - Reinforcement Strategies
  - Functional Behavior Assessments
  - Positive Behavior Supports

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Need for assessment tool
- VB-MAPP
  - Drives Instruction
  - Inclusion of Special Education Teachers
  - Inter-rater Reliability
IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Implementation of new curricula and supplemental teaching tools:
  - Direct Instruction Curriculum
  - Technology-based Teaching Tools
    - Video Modeling
    - Teachtown Social Skills

- Standardize lesson plans aligned with PDE and Early Learning Standards:
  - PDE Approved Lesson Plan Template
  - Feedback Rubrics

TYING IT ALL TOGETHER - LESSON PLANNING
LESSON PLAN FIDELITY

Fidelity = 87.5%

RECOMMENDATION 3

Provide opportunities for inclusion with typical peers.
INCLUSION PROGRAM

- **Purpose:**
  - Increase in developmentally-appropriate social skills, based on individual IEP goals, as well as based on Socially Savvy SS Checklist
  - Increase in competency of EBPs for typical preschool staff and parents

- **Program Design:**
  - March 2, 2015 - May 28, 2015
  - Partner: Local typical preschool
  - Participants: 8 Seedlings students, 8 typical children, 3 Seedlings staff and 2 staff from typical preschool
  - Session: Two (2), Forty-Five (45) minute inclusion sessions per week
  - Curriculum: Teachtown Social Skills, video modeling
  - Training Sessions occurred 1x per month (staff and parents)

INITIATIVES: INCLUSION PROGRAM

- **Data Collection Tools:**
  - Individual IEP goal progression (related to social skills)
  - Competency Data – training sessions
INCLUSION OUTCOMES: PARENT/STAFF MONTHLY TRAININGS

INCLUSION OUTCOMES: SOCIALLY SAVVY CHECKLIST - SEEDLINGS
INCLUSION OUTCOMES: SOCIALLY SAVVY CHECKLIST – TYPICAL PRESCHOOL

PARENT FEEDBACK- INCLUSION PROGRAM

- 6 out of 7 parents felt the inclusion program was beneficial to both their child and their family
- 6 out of 7 parents are interested in further inclusion sessions for their children
- 6 out of 7 parents report an increase in their child’s ability to communicate verbally

“Within two weeks of starting the program, ____ was talking more, engaging in conversation (not just with us but with strangers too, everyone he meets!), asking and answering questions and paying more attention to what is going on around him!”

“____ seems to interact more with peers and I can give him more opportunities to play with typical peers without worrying.”
BARRIERS TO IMPLEMENTATION – INCLUSION PROGRAM

- Parent Participation
  - Completing checklists
  - Training attendance

- Cooperation with Typical Preschool
  - Social Skills Checklist completion
  - Training attendance
  - Session timeliness
  - Lesson Plan implementation

- Staffing
- Cost of Curriculum
- Eligibility Criteria

RECOMMENDATION 4

Revise staff oversight and training to support these changes
SEEDLINGS STAFFING

At a Glance...

- Director
- Assistant Director
- Behavior Support Specialists
- Coordinators of Assistant Teachers
- Special Education Teachers
- Assistant Teachers
- Related Service Providers
- Parent Partners
- Service Coordinator

CHANGES IN LEADERSHIP

- Fidelity Checks and Coaching
- Competency-Based Trainings
- Incentive Programs
- Individual Performance Goals
- Teacher Evaluation System
- Induction and Mentor Programs
FIDELITY CHECKLISTS FOR CLINICAL PROGRAMMING

- BSS and CAT staff fully immersed and trained in clinical programming (e.g., PaTTAN Training, BCBA Supervision)

- Fidelity Checks:
  - Discrete Trial Teaching
  - Natural Environment Teaching
  - Manding
  - Positive Behavior Supports
  - Classroom Set up and Design
  - Occur weekly/monthly depending on need

- IOAs occurring monthly

- Data graphed weekly

- Intensive coaching provided weekly, if/when needed (as determined by progress)

COACHING PROCESS

[Diagram showing coaching process flowchart]
COACHING PROCESS, CONTINUED

Targeted Coaching
- After school or before school meeting with classroom team (10 minutes)
- Development of a collaborative plan – (see attached form)
  - Coaching 2xper week by BSS/Coordinator
    - Coaching Strategies:
      - Handouts - Cheat sheets, Visual Supports
      - Worksheets – Scenarios, Brainstorming
      - Modeling + Role play
      - Practice + Feedback
  - Weekly Monitoring by BSS/Coordinator

Intensive Coaching
- After school or before school meeting with classroom team and Assistant Director
- Development of a plan - troubleshooting, strategies
- Coaching 2xper week by Assistant Director
  - Coaching Strategies:
    - Handouts - Cheat sheets, Visual Supports
    - Worksheets – Scenarios, Brainstorming
    - Modeling + Role play
    - Practice + Feedback
  - Daily Monitoring (Staff Self-Report Fidelity Checklists)
  - Weekly Monitoring by BSS/Coordinator (IOA)
  - Weekly review meetings with Esther and consultant

TRAININGS

- Competency-based to ensure absorption of material
- Annually offering:
  - All required Elwyn trainings (Fire Safety, HIPAA, etc.)
  - Discrete Trial Teaching
  - Generalization of DTT Programming
  - Natural Environment Teaching
  - Data Collection Procedures/Writing and Documentation
  - Safety Care
  - Manding
  - Direct Instruction: Language for Learning/Curricula
  - Verbal Behavior Overview
  - IEP Writing, Monitoring and Implementation
  - Error Correction Procedures
  - Prompt Hierarchies and Fading
  - Classroom Set-Up and Physical Structure
  - Safety and Engagement
  - Schedules of Reinforcement
RECOMMENDATION 5

Identify additional opportunities to provide training, guidance and support to parents

PARENT PARTNERS

- Parent Participant Program
- Collaboration
  - Parent involvement and on-going collaboration with the administrative and direct-service staff at Seedlings has been a key component; from the time a student enters for the first time, until their transition to school-age programming.
- Transition to Kindergarten
- Parent training modules
  - Providing an outlet for parents to come in and actively participate in training modules as it pertains to evidence-based practices and proven strategies.
- Public academic partnerships
  - Parent Partners have successfully linked eager parents to various academic institutions to participate in programs that support the entire family and offer advancement opportunities. I.e. LaSalle University L.A.D.D.E.R Program
- Community partnerships
  - Parent Partners have participated in on-going community outreach in order to establish cohesive relationships with organizations and community partners; in order to serve and support our families as a whole.
RECOMMENDATION 6

Eliminate delays in initiating new services

AUTISM INSTITUTE

- Consists of:
  - Didactic Training
  - Coaching
  - Follow Up Visit
  - Wrap Up Meeting

- Summer 2014, Spring 2015, Fall 2015
- Twice per year
- Provider agencies across the city of Philadelphia
- Competency and Fidelity Data
- Self-Ratings
- Parent Training Component
SELF-RATING

Next Steps:
- Competency of Site Directors
- Fidelity Monitoring

FUTURE DIRECTIONS

Next Steps:
- Explore measures to assess student outcomes
- Additional interventions

Next Steps:
- Long-Term Outcomes
- High Staff Turnover
- Interactive Trainings

CONTINUE
NEXT STEPS

Parent Training Modules – Neighborhood Initiative...

Expansion of Mentor Programs...

Focus on city-wide implementation of EBPs...

Expand training opportunities...

Staff evaluation tools...

Inclusionary opportunities program and city-wide...

Continued collaboration with the University of Pennsylvania...

Involvement and collaboration with Parent Partners...

Expanding services to look at individual needs of students...

QUESTIONS
MEASURING OUTCOMES

IDEALLY...

Child outcome

parent

teacher

Direct observation
MEASURES

- **Mullen Scales of Early Learning: cognitive ability and motor development**
  - Age Range: Birth to 68 months
  - Completion Time: 15 minutes (1 year); 25-35 minutes (3 years); 40-60 minutes (5 years)
  - Scores/Interpretation: Scales: T scores, percentile ranks, age equivalents; Composite: standard scores, percentile ranks

- **PDD Behavior Inventory**
  - Assesses response to intervention in children with ASD
  - Age Range: 2 to 12 years
  - Completion time: 30 minutes; 20 minutes to score

CHANGES IN MULLEN OVER 6 MONTHS

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<th>Time 2</th>
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<tr>
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<tr>
<td>Fine Motor</td>
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<td>Receptive Language</td>
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<td>Expressive Language</td>
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**PDD-BI APPROACH/WITHDRAWAL**

- Sensory/Perceptual
- Rituals
- Social Pragmatic
- Semantic
- Composite

**Baseline**

**Time 2**

**PDD-BI SOCIAL COMMUNICATION**

- Social Approach Behaviors
- Expressive Language
- Expressive Social Communication Composite

**Baseline**

**Time 2**
**PDD-BI AUTISM COMPOSITE**

**ESDM OUTCOMES**

**Cognition**

Adaptive Behavior

ASSESSMENT CHALLENGES

- Staff turnover
- Testing difficulties—novel adult, novel environment, minimal time to build rapport
- 6 months between times 1 and 2
- Time constraints for assessment to minimize disruptions
- Very impaired population
  - Difficult to make meaningful change?
  - Scores for the Mullen for time 1 were generally low (“Very Low” descriptive category, 1% for percentile rank, raw scores that fell below the lowest point for T score conversion)

LESSONS LEARNED FOR ASSESSMENT

- Standardized assessment across sample makes comparison easy
- Tie assessments directly to expected outcomes
- Build assessment process into regular programming and staff responsibilities
- Consider assessment burden
- Have a comparison group
- Use multiple informants