

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

Presenters:  
Jessica Dodge,  
PhD, BCBA  
Ashlee Lamson,  
M.Ed  
Elizabeth Downs  
David Mandell,  
ScD

## INTRODUCTIONS

- David Mandell, ScD – University of Pennsylvania
- Jessica Dodge, Ph.D, BCBA- Elwyn SEEDS, Consultant
- Elizabeth Downs – Elwyn SEEDS, Parent Partner
- Ashlee Lamson, M.Ed. – Elwyn SEEDS, Director, Seedlings

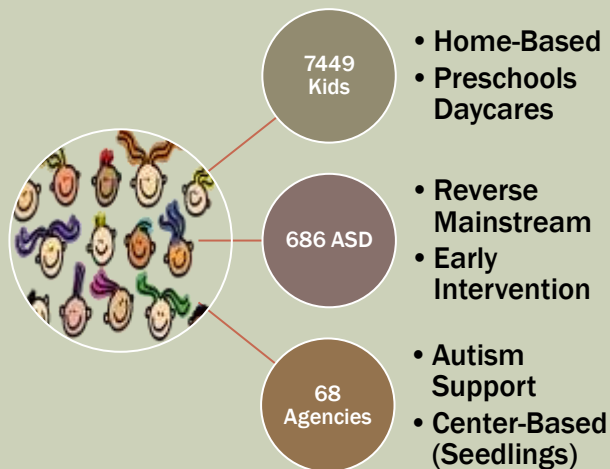
## AGENDA

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

Research

Practice

## ELWYN SEEDS



## 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

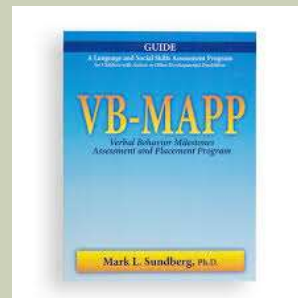
## IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- 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

Week of <u>5/28-5/29</u>	Teacher: <u>[REDACTED]</u>	Classroom: <u>[REDACTED]</u>
<p>Language and Literacy Development: Early Literacy Foundations: Reading, Writing, Speaking and Listening</p> <p><b>Activity:</b> Language for Learning Lesson 22</p> <p><b>Objectives:</b> Given questions regarding actions of a character, SWBAT expressively identify the correct answer 4 out of 5 times in a single lesson.</p> <p><b>Accommodations:</b> Instruction will vary dependent upon child level. Language targets will differentiate depending on child performance level. Word approximations will be accepted for students (K, IF), but explanations will be provided. Reinforcers such as tokens (WH), token board (NG), and increased behavior specific praise (RR, LI) will be provided to students who require it. Prompting will also be provided to students who require it. As independence is gained, prompting will be faded. Students will sit in close proximity (SR). <b>Transitional warning and countdown</b> upon completion of activity.</p> <p><b>Assessment:</b> Frequency data detailing the correct number of responses for each individual child through use of workbook page. Assessment will occur ongoing through questioning during the lesson.</p> <p><b>IEP Data collection:</b></p> <ul style="list-style-type: none"> <li>M.B. 2-step directions, R.R. With questions, 1-step directions,</li> <li>I.R. Identifying objects, N.G. 1-step directions non-preferred,</li> <li>D.H. commenting &gt;3 words, C.G. commenting/requesting on object in center</li> </ul> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.</li> <li>1.2 PK.B Answer questions about a text.</li> </ul> <p><b>Activity:</b> Letter U dot worksheet</p> <p><b>Objectives:</b> Given a letter U worksheet, SWBAT identify the correct</p>	<p>Creative Thinking and Expression: Communicating Through the Arts</p> <p><b>Activity:</b> Letter of the Week U is for Umbrella</p> <p><b>Objectives:</b> Given a directive, SWBAT dot paper with 100% compliance.</p> <p>Given a letter U, SWBAT to expressively identify the letter and associated sound 2 out of 5 times during the activity.</p> <p><b>Accommodations:</b> Prompting hierarchy will be implemented dependent upon child need. Hand-over-hand will utilize for children who require it (IR). Teachers will sit in close proximity to students and provide increased praise to students who require it (RR, RI) Manding will be encouraged in requesting colors, shapes, and materials. Number of dots is dependent on child progress. Student hand statements will be hand over hand corrected. Breaks will be provided to children who require them (R.R., I.R.) First Then will be utilized for N.G. and M.I. if needed. Transitional warning and countdown upon completion of activity.</p> <p><b>Assessment:</b> Frequency count of correct responses will be noted on data sheet. Compliance will be assessed by participatory, time engaged, and elapsed.</p> <p><b>IEP Data collection:</b></p> <ul style="list-style-type: none"> <li>M.B./L.L. 2-step directions</li> <li>R.R. 1-step directions,</li> <li>I.R./I.C. requesting</li> <li>N.G. 1-step directions non-preferred</li> <li>D.H. commenting &gt;3 words,</li> <li>C.G./N.J. commenting/requesting</li> </ul> <p><b>Standards:</b> 5.1 PK.A Know and use basic elements of visual arts.</p> <p>3.1 PK.A.5 Name basic parts of living things.</p> <p>2.3 PK.A.1 Identify and describe shapes.</p>	

# LESSON PLAN FIDELITY

	Highly (4)	Effective (3)	Developing (2)	Ineffective (1)
<b>Lesson Plan Content</b>	Content address both knowledge base, skills, or personal elements	Used activities, alignment and assessment	Missing one element	Missing essential elements
<b>Practicality</b>	Lesson plan focused on its base and all components were present	Lesson plan focused on its base but some components were missing	Lesson plan focused on its base and some components were missing	Lesson plan was unworkable and/or components of plan were missing
<b>Standards Correlation</b>	Standards-aligned lesson incorporating state standards	Content in standards or state standards	Some alignment to standards as seen activities	Does not correlate to standards
<b>Accommodations</b>	Appropriate accommodations were made to address individual student needs	Some accommodations and accommodations were made based on student needs	A very narrow range of accommodations were made for some student needs	No accommodations or modifications were made for students in the lesson plan
<b>Assessment</b>	Assessment procedures are outlined and appropriate	Assessment procedures are outlined but could be improved	Assessment procedures are not specifically enough	Assessment procedures are not included in the lesson plan
<b>Objectives</b>	Lesson plan includes appropriate objectives for every activity	Lesson plan includes appropriate objectives for most activities	Lesson plan includes objectives for activities, they may not be appropriate for all activities	Lesson plan does not include objectives
<b>Classroom Environment</b>	Teacher is consistently monitoring classroom environment and is addressing needs in the lesson plan	Teacher is consistently monitoring classroom environment and addressing needs in the lesson plan	Teacher periodically monitors the classroom environment and addresses needs in the lesson plan	Teacher does not monitor the classroom environment and regularly does not in the lesson plan
<b>Parent and Community</b>	Teacher plans always refer to community and	Teacher communicates with	Teacher includes parent and community	Teacher does not involve parents and community

<b>Parent and Community Involvement/Partnerships</b>	Teacher proactively communicates and involves parents and community members and solicits their input in the lesson plan	Teacher communicates with and involves parents and community members at least once during planning and in the lesson plan	Teacher solicits parent and community partnerships in lesson plan but does not proactively solicit input from parents and community	Teacher does not involve parents and community members in planning and does not include them in the lesson plan
<b>Special Activities</b>	Special activities are included and appropriate	Special activities are included and appropriate	Special activities are included but inappropriate	Special activities are not included
<b>Teacher Reflection</b>	Teacher consistently reflects on lesson plan and practice and makes adjustments	Teacher reflects on lesson plan and practice and makes adjustments	Teacher reflects on lesson plan and practice but does not make adjustments	Teacher does not reflect on lesson plan and practice and does not make adjustments
<b>TOTAL SCORE</b>	25/48 = 57.3%			

Fidelity= 87.5%

## RECOMMENDATION 3

Provide opportunities for inclusion with typical peers.

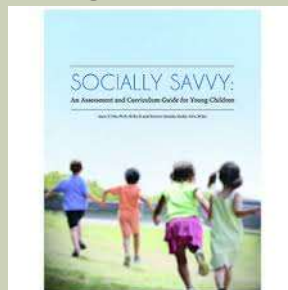


## INCLUSION PROGRAM

- **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)
  - Socially Savvy Checklist, (Ellis, James T. and Almeida, Christine (2015). Socially Savvy: An assessment and curriculum guide for young children. New York, NY: Different Roads to Learning, Inc.).
  - Competency Data – training sessions

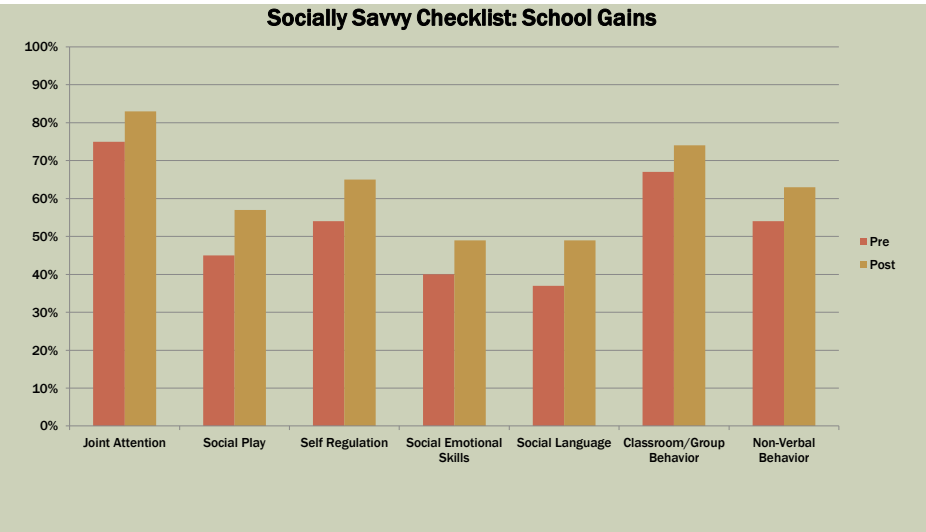




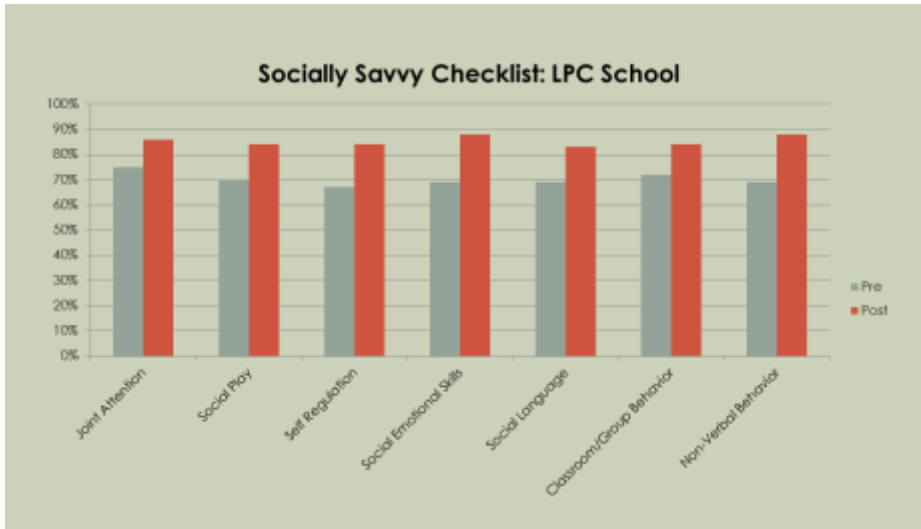
## INCLUSION OUTCOMES: PARENT/STAFF MONTHLY TRAININGS



## 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



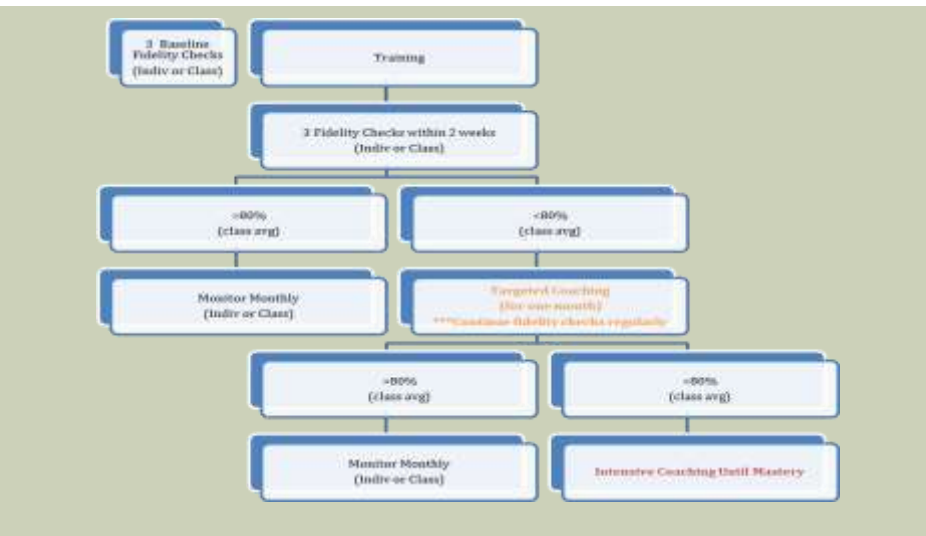
- Fidelity Checks and Coaching
- Competency-Based Trainings
- Incentive Programs
- Individual Performance Goals
- Teacher Evaluation System
- Induction and Mentor Programs

# 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



## COACHING PROCESS, CONTINUED

### Targeted Coaching

- After school or before school meeting with classroom team (10 minutes) 22% of Staff during 2013-2014 School year
- Development of a collaborative plan – (see attached form)
- Coaching 2x per week by BSS/Coordinator
  - o Coaching Strategies:
    - Handouts – Cheat sheets, Visual Supports 7% of Staff during 2014-2015 School year
    - 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 2x per week by Assistant Director
  - o Coaching Strategies:
    - Handouts – Cheat sheets, Visual Supports 7% of Staff during 2013-2014 School year
    - Worksheets – Scenarios, Brainstorming
    - Modeling + Role play
    - Practice + Feedback 0% of Staff during 2014-2015 School year
- 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 Partner 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

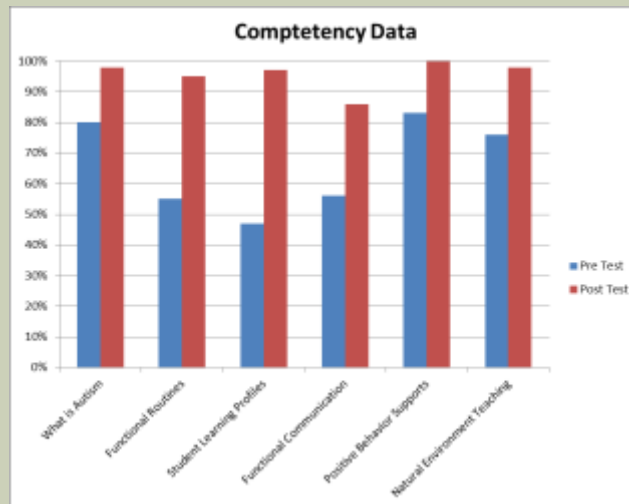


## AUTISM INSTITUTE

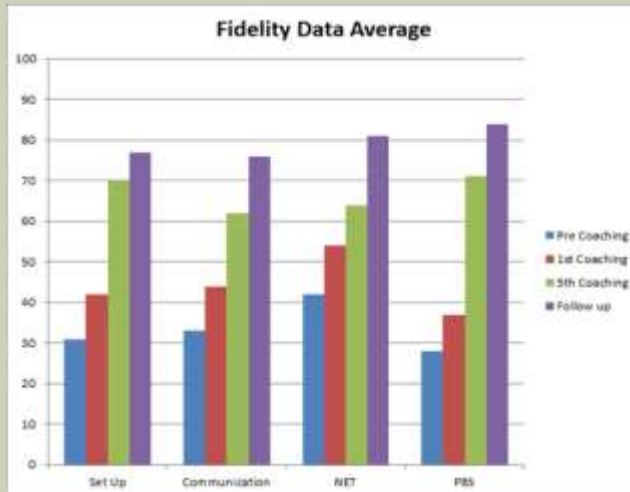
- Consists of:
  - Didactic Training
  - Coaching
  - Follow Up Visit
  - Wrap Up Meeting
- Summer 2014, Spring 2015, Fall 2015
- Twice per year
- Provider agencies across the city of Philadelphia
- Competency and Fidelity Data
- Self-Ratings
- Parent Training Component



## COMPETENCY DATA



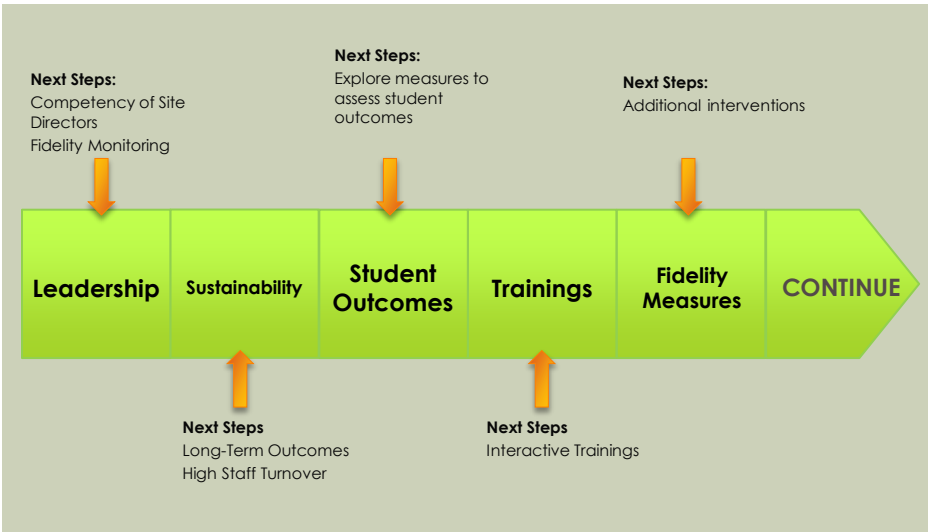
## FIDELITY DATA



# SELF-RATING



# FUTURE DIRECTIONS



## NEXT STEPS

Parent Training Modules – Neighborhood Initiative...

Expand training opportunities...

Continued collaboration with the University of Pennsylvania...

Expansion of Mentor Programs...

Staff evaluation tools...

Involvement and collaboration with Parent Partners...

Focus on city-wide implementation of EBPs...

Inclusionary opportunities program and city-wide...

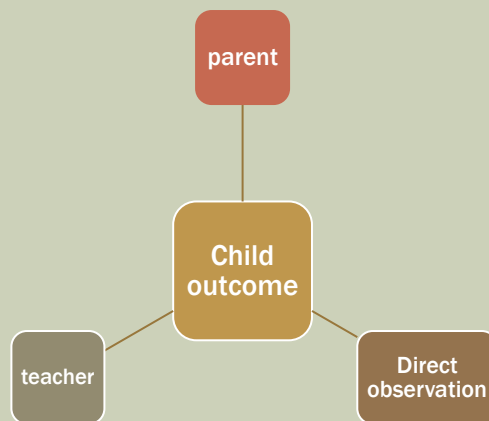
Expanding services to look at individual needs of students...

## QUESTIONS



# MEASURING OUTCOMES

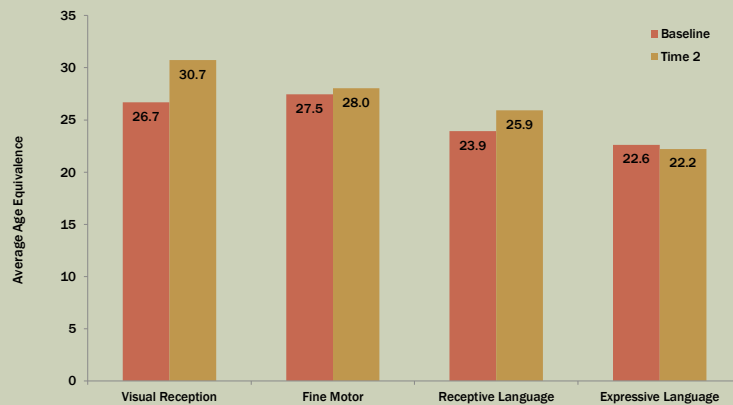
## IDEALLY...



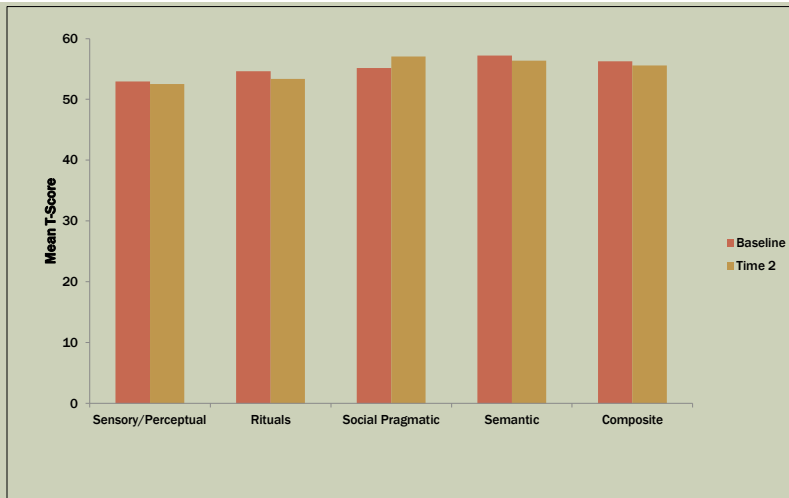
## MEASURES

- **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

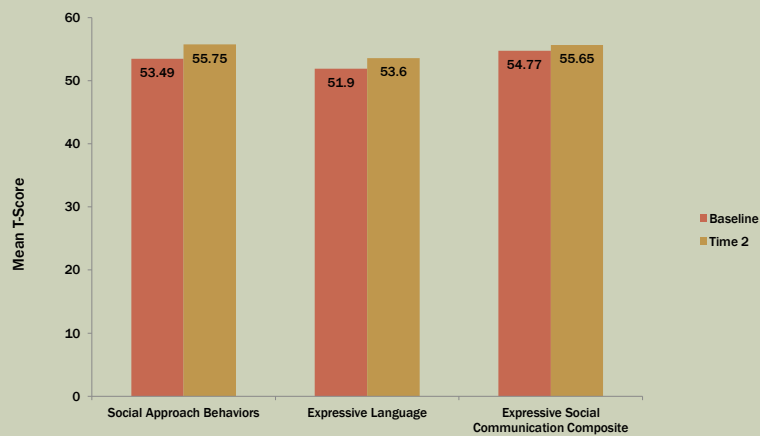
## CHANGES IN MULLEN OVER 6 MONTHS



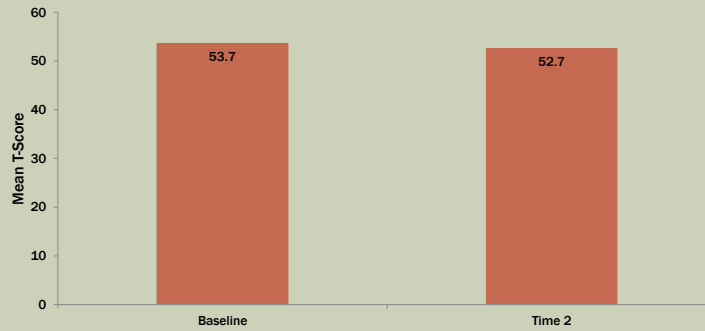
## PDD-BI APPROACH/WITHDRAWAL



## PDD-BI SOCIAL COMMUNICATION

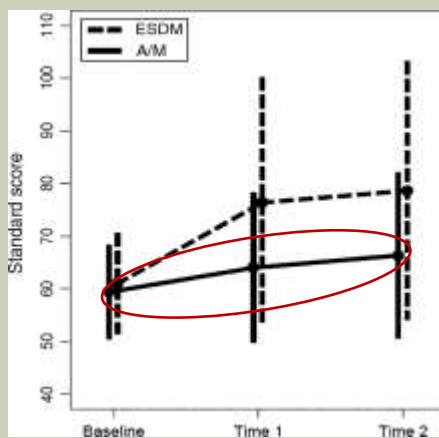


## PDD-BI AUTISM COMPOSITE

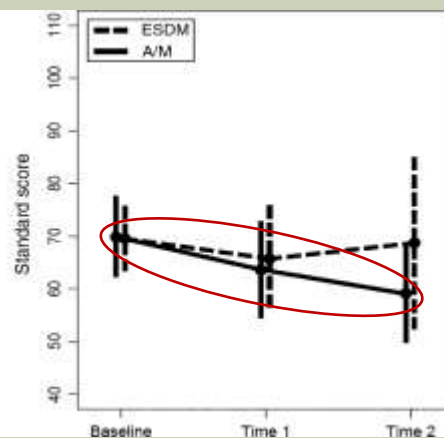


## ESDM OUTCOMES

### Cognition

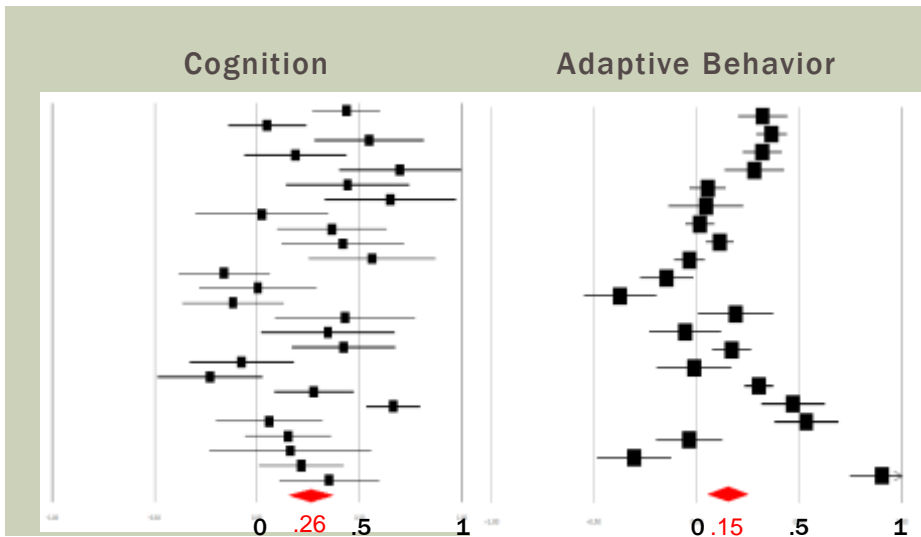


### Adaptive Behavior

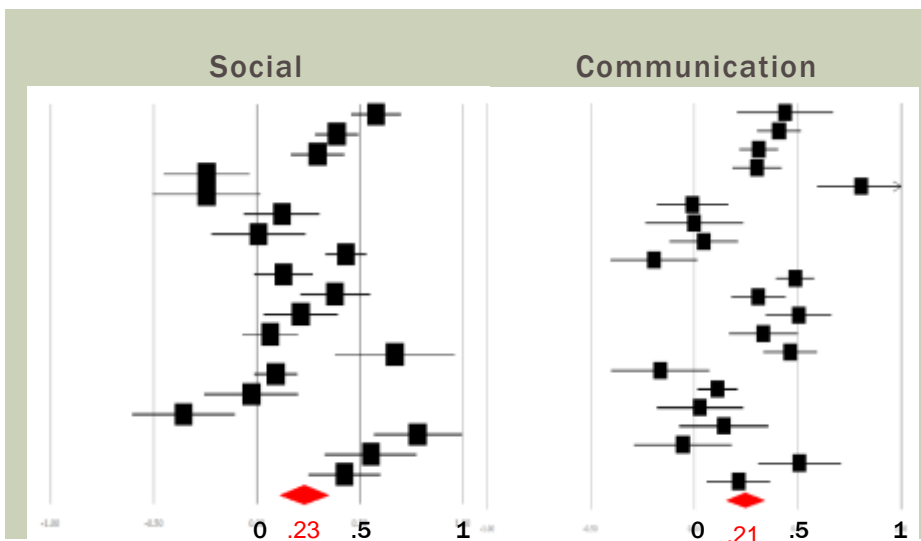


Dawson G et al. Pediatrics 2010;125:e17-e23

## EFFECTS OF COMMUNITY INTERVENTION



## EFFECTS OF COMMUNITY INTERVENTION





## 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

# QUESTIONS

