

## Implementing Evidence Based Practices – the NPDC on ASD model

### **1. Nature of the intervention**

Beginning in 2007, the National Professional Development Center on ASD (NPDC) developed a model that supports school professionals in designing and implementing individualized programs based on identified evidence-based practices. The NPDC model of implementation of evidence-based practices for school students with autism spectrum disorders (ASD) has been implemented across 3 countries, 12 US states, and over 76 US school programs. Evaluation data suggest that the model has positive effects on the quality of program services, teachers' use of EBPs, and outcomes from children

The model provides a clear process of implementation, which includes: identifying and addressing program quality strengths and areas of need, identifying priority goals with families, scaling goals through Goal Attainment Scaling to keep track of progress, recognizing evidence based practices, matching evidence based practices with student goals, identifying professional development supports related to evidence based practices, using NPDC resources to implement evidence based practices to fidelity, and monitor student progress as well as progress of implementing effectively. This training leads trainees through this decision-making process and prepares trainees for using the process in their own work.

Core components of the model are described below. Participants will be led through a process by which school professionals move through these components to develop educational interventions for students with ASD.

Program Quality: Participants will be introduced to the domains of the Autism Program Environment Rating Scale (APERS). The domains of the APERS reflect key program quality indicators important for establishing a foundation for the implementation of evidence based practices. Participants will consider how these domains are demonstrated in their programs.

Goal Attainment Scaling: Goal Attainment Scaling is a process through which student priority Individualized Education Plan goals are scaled to 5 steps. Through this process a clear approach to progress monitoring is developed by the student's team. This progress has been shown to be very effective in supporting the development of goals, monitoring of progress, and planning for generalization. Participants will have the opportunity to learn goal attainment scaling on their student's goals.

Matching Evidence Based Practices to Goals: Effective matching of evidence based practices to goals is critical to ensure best student progress for achieving these goals. Participants will learn the critical questions to ask when determining if a practice is evidence based. Participants will be introduced to the

evidence based practices identified by the NPDC. Participants will learn how to choose evidence base practices most relevant to student goals.

Professional Development Resources and Coaching: Participants will be introduced to the NPDC professional development resources. Participants will learn about various ways that the NPDC professional development resources can be used to support the implementation of evidence based practices. Participants will be introduced to the NPDC coaching model and ways to incorporate mentor and peer coaching to best ensure fidelity of implementation of evidence based practices.

Monitoring Student and Implementation Progress: The effective monitoring of student and implementation progress is critical to determining the effectiveness of an intervention and its use. Participants will be introduced to tools for data collection, management, and analysis. Participants will plan for the monitoring of their students' progress and their own fidelity of evidence based practice implementation.

## **2. Training details**

### **a. Trainer**

Dr. Ann Cox, Dr. Suzanne Kucharczyk, and Ms. Evelyn Shaw have extensive experience developing and implementing this model across many educational programs. They have each trained teachers, related service providers, administrators, and technical assistance providers among others in the implementation of evidence-based practices in their settings.

### **b. Trainees**

This training is intended for school professionals implementing educational practices for students who have ASD in preschool, elementary, middle school, and high school settings. School professionals include: technical assistance providers, autism consultants, special education teachers, general education teachers, speech and language therapists, occupational therapists, physical therapists, parents, and school administrators.

### **c. Frequency and location of training**

This is a two-day training scheduled based on interest. Training is located at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill.

### **d. Manual**

A manual is currently not available.

### **3. Evidence-base for the intervention**

The content of this intervention is based on the literature review completed by the National Professional Development Center on ASD in 2007. This literature review is being updated in 2013. Information on both of these reviews can be found on the NPDC website:

<http://autismpdc.fpg.unc.edu/content/ebp-reviewer-training>

The NPDC process is a model of professional development that builds on the scientific literature about effective intervention practice and the tenets of implementation science (Odom et al, 2012; Fixsen, 2005).

### **4. Provisions for cultural adaptation**

This process has been implemented in the United States, as well as Saudi Arabia and Bangladesh. Trainers have experience identifying and capitalizing on opportunities to adapt materials and processes based on cultural differences and needs.

### **5. Contact information**

For more information about the instrument and to learn about training opportunities, please contact Ann W, Cox, Ph.D. Scientist, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. [ann.cox@unc.edu](mailto:ann.cox@unc.edu) Phone: 919-966-9517

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Chapel Hill, N. C.: National Implementation Research Network.

Odom, S. L.; **Cox, A.W.**; & Brock, M.E. (2012). Implementation science, professional development, and autism spectrum disorders: National professional development center on autism spectrum disorders as a case example. *Exceptional Children*.