



CAPTAIN Summit 2021 Regional Planning

CAPTAIN Region:

805

Making Implementation Happen. Bridging the Research to Practice Gap.

Reflecting on Goals from 2020-2021

Region:

Goal Area 1: <i>Increasing knowledge about ASD & EBPs in our community</i>	GAS Score (1-4)	What influenced/supported our <i>accomplishments</i>?	What were <i>barriers</i> to our work?
Create two 15-30 min videos on selected EBPs in English and Spanish	2.5	The desire to support all of our families with meaningful access	Translation was not completed- a few videos created. Trying to generate interest was a challenge. In English for online learning and in district hands. Shared with staff in English only. Videos and not huge distribution and EO. Broadcast within the district. Not a district priority. Not a lot of share out. Parents are burnt out. Other trainings- zoom fatigue- A lot of training in the moment. In the moment was most appreciated. Videos with training. In teh moment for parents

Reflecting on Goals 2020-2021

Goal Area 2: Increasing implementation and fidelity of use of identified EBPs by providers and implementers

GAS Score (1-4)

What influenced our accomplishments?

What were *barriers* to our work?

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Embed 70% of fidelity checklist items into professional development

Data collection took place, taking polls on zoom
Polls with parents to interact- pre post using polls Fidelity checklists- Being reminded as it was a goal to implement with fidelity
Paras with AFIRM- Now using pre and post tests

role plays were a challenge due to zoom
Pandemic- less control of the PD . PD not only on EBPs but on in person or back to in person

Reflecting on Goals 2020-2021

Goal Area 3: *Improve and increase collaboration between the various agencies serving and supporting individuals with ASD*

GAS Score (1-4)

What influenced our accomplishments?

What were *barriers* to our work?

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All 805 cadre member will Connect with 2 outside agencies virtually and link them to websites and virtual pamphlet

Connected with HEad start- make more of an effort with CAC- Shared with families in support groups. Shared with families Alpha. Outside contract agencies. Transportation. ABA agency. Air Force base and shared. Higher ED various universities. Local Drs. office. Hairdresser. Challenging IEPS to support collaboration. Care providers- preschool . Parents helping parents. Service coordinators. Even with new team members.

Pandemic inhibited ways in which teams typically reached out to outside agencies.

REGIONAL Problem of Practice: What issues, challenge or need exists for individual with Autism that our Regional Network wants to try to address?

<i>Current Regional Issue, Challenge or Problems of Practice</i>	fidelity of implementation; use of visual schedules, supports and strategies transition to adulthood- getting connected with jobs in the community
<i>Probable Root Cause of the Problem (identify the top probable root cause)</i>	Lack of staff to assist with implementation inability to get students off site for job trainings due to pandemic and extenuating circumstances Access to LRE
<i>Change Ideas (list 1 change idea for the probable root cause)</i>	Implement use of visuals with fidelity in all areas- schools, FRCs
<i>Action plan to support change idea (may need additional space to action plan)</i>	offer parent trainings around use of visuals; make and take to have parents to make materials; simple strategies to be used in the classroom
<i>Expected Outcome if change idea is an improvement</i>	implementation of visuals as the introductory measure to EBPs
<i>Measurement of change</i>	success in disseminating EBPs throughout all community stakeholders.

Goal Area 1 (Collaboration): How can Cadre Collaborate to address the region’s specific need, issue or challenge that relates to individual with ASD and their families

<i>Current Level of Performance Data (0)</i>	805 has conducted general EBPs to para-educators, parents and community members. Created multiple options to access virtual sessions.
<i>Initial Objective (1)</i>	Choose select team members, families or small groups to provide on the spot feedback, modeling feedback, all while embedded in the appropriate environments. Support is embedded through invivo feedback so that the training occurs within the “moment”, This will provide ongoing support as opposed to training and fidelity training (trainings for TCRC vendors; would need advance notice with the possibility of parent trainings as well)
<i>Secondary Objective (2)</i>	Use EBP of Visuals and support;work with families, schools and/or community members how to implement Visuals with fidelity
<i>Expected level of Outcome (3)</i>	Use EBP of Visuals and support; 5 individuals (staff member, family member, other support provider) of either families, schools, community members on how to implement Visuals with fidelity
<i>Exceeds Expected Outcome (4)</i>	Use EBP of Visuals and support; 10 individuals of either families, schools, community members on how to implement Visuals with fidelity

Goal Area 2 (Dissemination): How can members of our Regional Network strategically disseminate to groups identified by the region as needing to know about ASD and EBPs/CAPTAIN

<i>Current Level of Performance Data (0)</i>	Dissemination of general CAPTAIN knowledge through virtual professional development and or parent trainings.
<i>Initial Objective (1)</i>	Increase awareness of the CAPTAIN EBPs that can address Tier 1 needs to strengthen systems
<i>Secondary Objective (2)</i>	Provide training on EBPs to address Tier 1 needs to strengthen systems -train and implement - as any of these EBPs can work for all children
<i>Expected level of Outcome (3)</i>	Conduct at least 1 training to increase awareness on an EBP to address Tier 1 needs to strengthen systems -train and implement - as any of these EBPs can work for all children
<i>Exceeds Expected Outcome (4)</i>	Conduct at least 1 training with follow up coaching on an EBP to address Tier 1 needs to strengthen systems -train and implement - as any of these EBPs can work for all children