

CAPTAIN SHOWCASE
2016-2017
SAMPLE PECHA CUCHA

Presented by CAPTAIN Cadre

XYZ SELPA

EBP Implementation On Our Comprehensive High School Campuses



Which EBPs Did We Select

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow					Green	Yellow																									
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition	Green						Yellow	Blue	Green	Yellow			Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow		Green	Yellow	Blue												
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Yellow	Blue	Green	Yellow	Blue	Green	Blue	Green		Blue	Yellow	Green	Yellow		Green	Yellow		Green	Yellow		Green			Green	Yellow	Blue	Yellow	Blue							
Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green			Green	Yellow	Blue	Green	Blue	Green	Yellow			Green	Yellow		Green	Yellow					Green	Yellow													
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context	Green		Blue	Green	Yellow	Blue			Green	Yellow			Green	Yellow		Green	Yellow											Yellow								
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors							Yellow	Blue	Green							Green	Yellow	Blue	Green	Yellow										Blue						
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding	Green			Green	Yellow		Green	Blue	Green	Yellow			Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow										
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green	Yellow		Green	Yellow	Green	Yellow	Blue		Green	Yellow	Blue	Green	Yellow																			
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance							Yellow									Yellow			Yellow																	
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together				Green	Yellow					Yellow									Yellow			Yellow														
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature	Green	Yellow	Blue	Green	Yellow	Blue	Yellow	Blue	Green	Yellow	Blue		Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Yellow	Blue	Green	Yellow	Blue				
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green			Green	Yellow	Blue	Green	Yellow	Green	Yellow			Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow										
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Blue	Green	Yellow		Green	Yellow	Green	Yellow	Blue		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow	Blue	Yellow	Blue	Green						
Visual Support (VS): Visual display that supports independent skill use.	Green	Yellow	Blue	Green	Yellow		Green	Yellow					Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow										



How Did We Train Staff?

afirm.fpg.unc.edu/afirm-modules



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[Selecting EBPs](#)

[Resources](#)

Prompting

Use prompting to reduce incorrect responding as learners with ASD acquire new skills.

[Learn more about Prompting](#)



AFIRM Modules

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

Visit the [Learn with AFIRM](#) section to find out more.

[Available EBP Modules](#)

New EBP Learning Modules!





<http://csesa.fpg.unc.edu/>

Search

CSESA Resources

Understanding Autism: A Guide for Secondary School Teachers

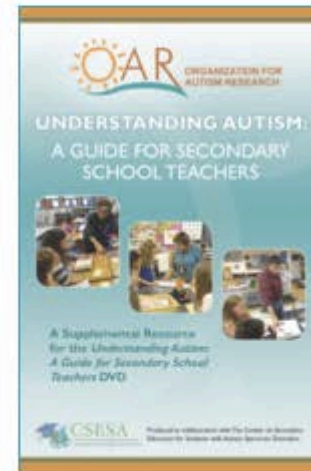
August 1, 2013 - 9:00am

Understanding Autism: A Guide for Secondary School Teachers

The *Understanding Autism: A Guide for Secondary School Teachers* guide offers research-based practices that not only enhance learning opportunities for adolescents with ASD but that also improve the environment of the whole classroom. The guide is based on material from the DVD, *Understanding Autism: A Guide for Secondary School Teachers*, which was released by the [Organization for Autism Research \(OAR\)](http://www.researchautism.org/) in March 2013.

Use the PDF guide below to link to the *Understanding Autism* DVD series online.

Download: [UnderstandingAutismSecondaryTeachersGuide.pdf](#)



<http://www.researchautism.org/>

Implementation Coaching

- Weekly Coaching Visits
- Used Implementation Checklists
- PLC with all teachers once per month for training, troubleshooting and sharing data



Monday August 29, 2016
8/29/16

Mr. Manforte

I will be absent on
Tuesday 8/30/16
I will be at District doing
1st training
Mrs. Cardwell will be your
Substitute

Mr. Manforte's
Weekend

Friday Night
- Blue Ride

Saturday

- Father/Son time
- Went to Apple Hill
- Jack Bauer's Canyon

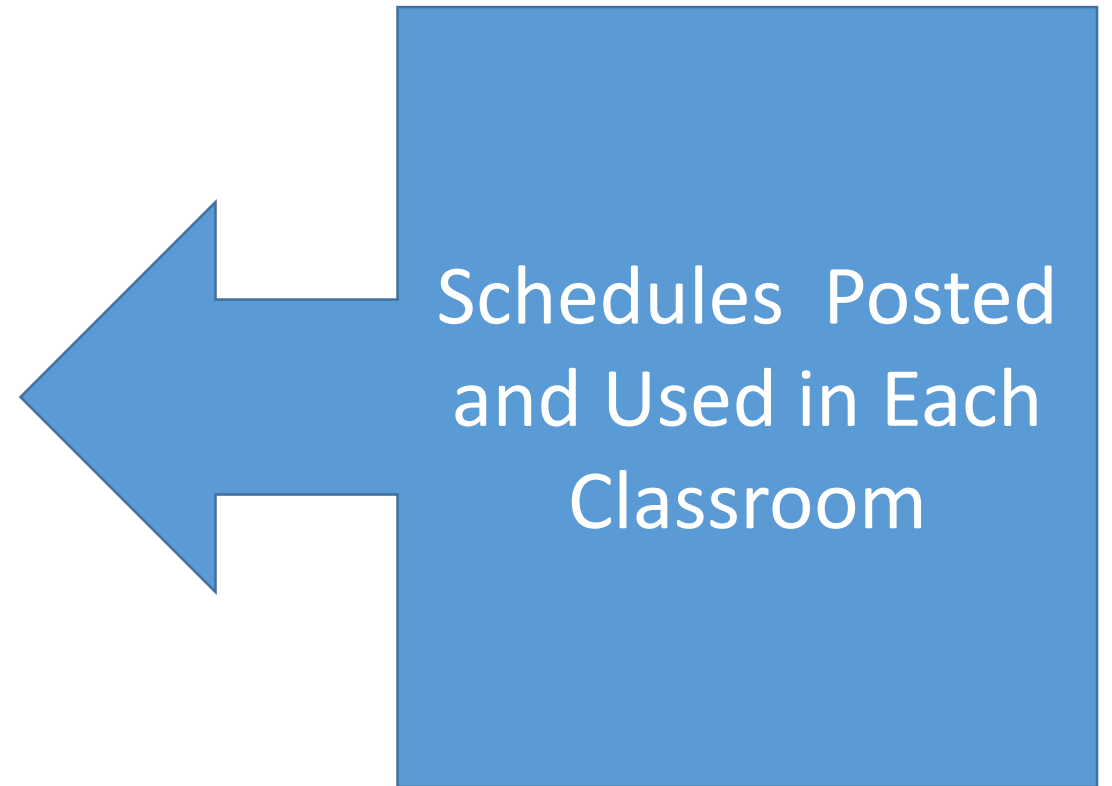
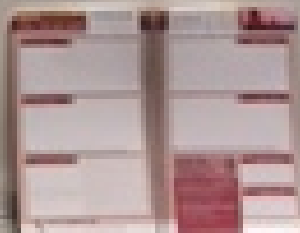
Sunday

- Worked out
- Went to a Credit
Competition in Lake
- Bought more angles for
my garage
- Monday morning, worked out at 4 a.m.

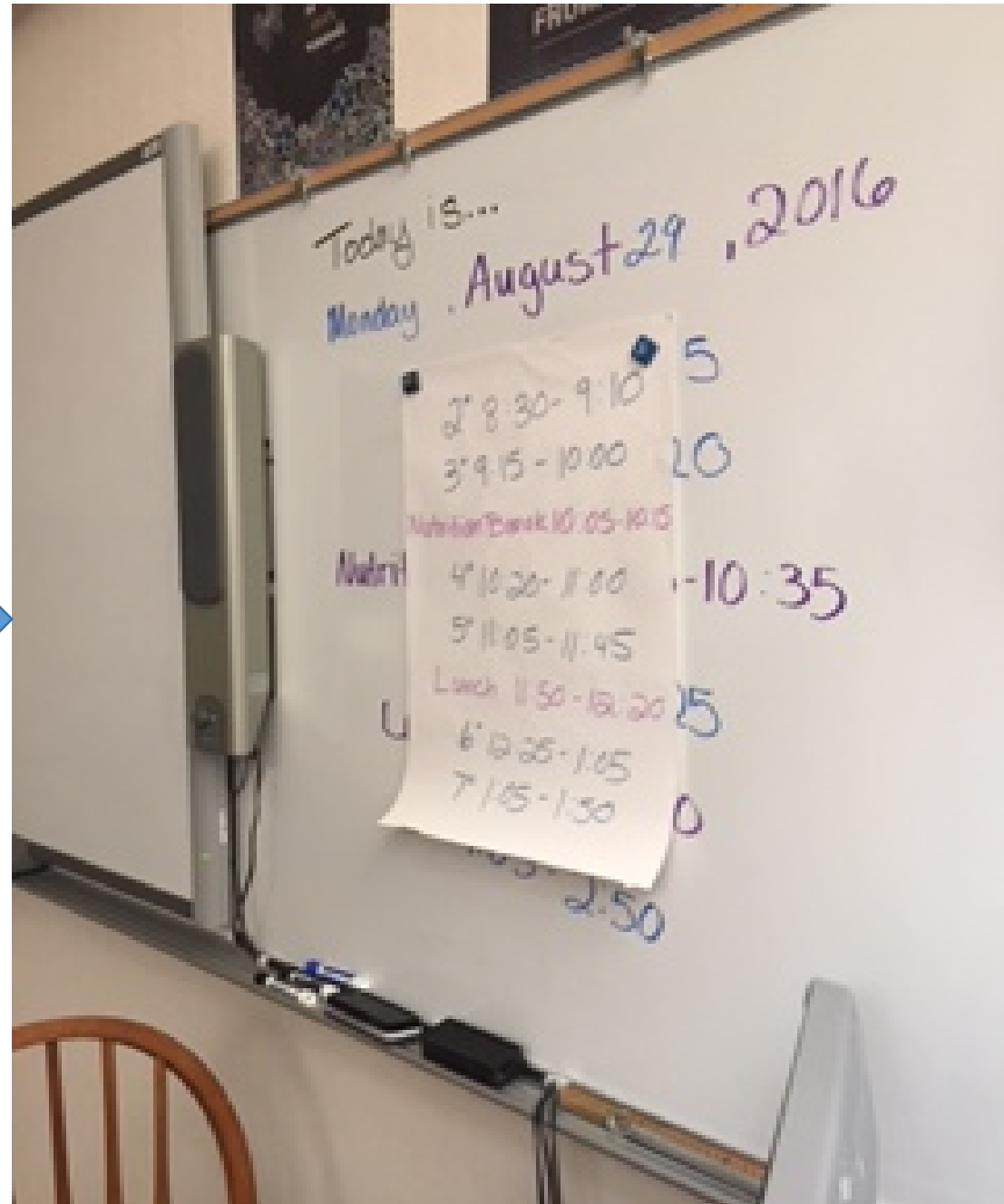
Learning Center

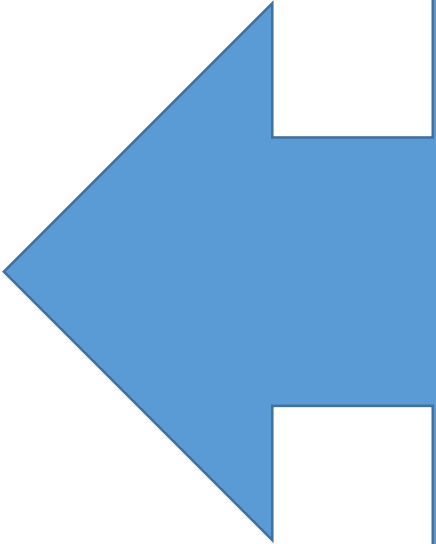
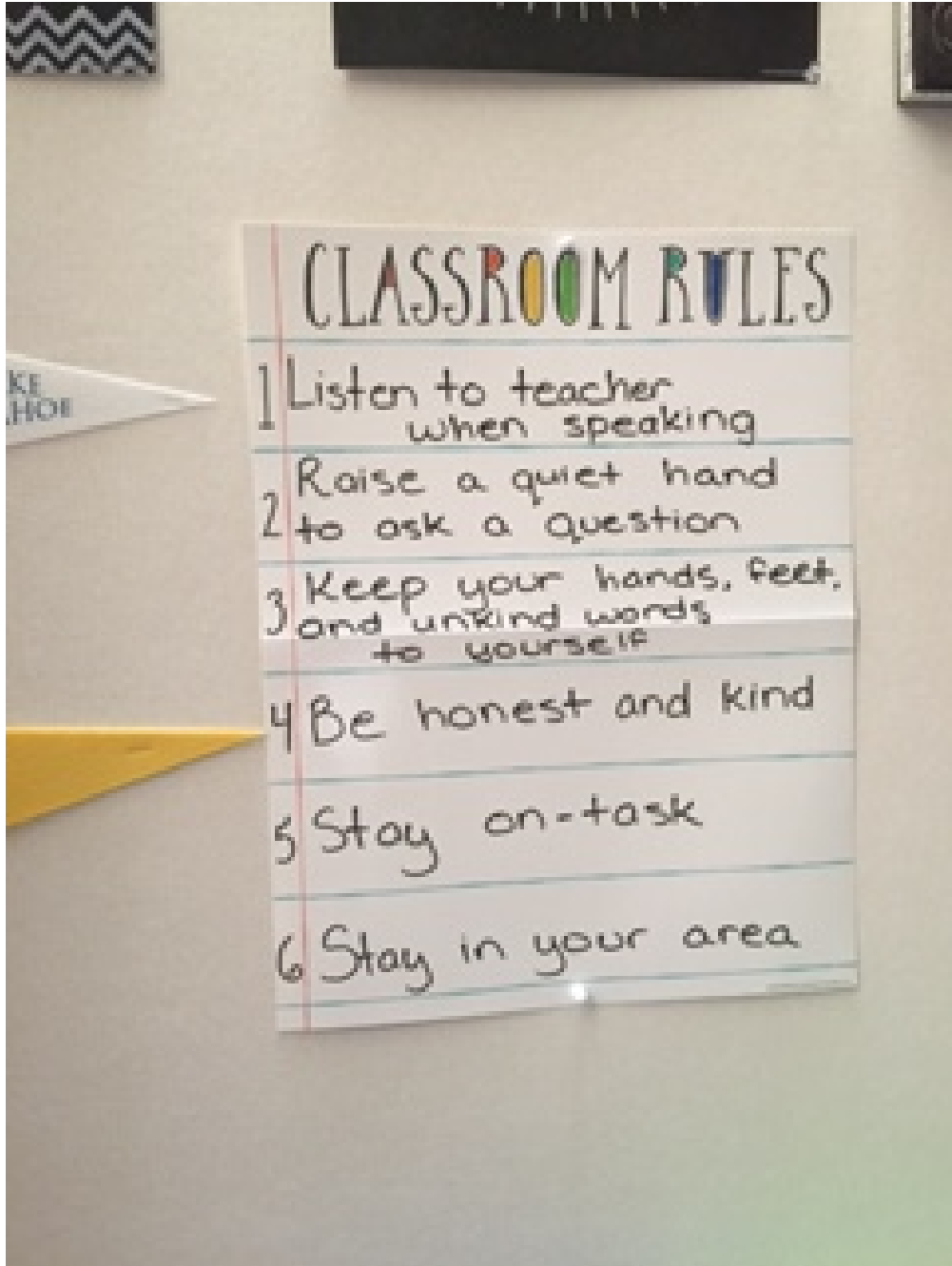
- Attendance / Agenda
- Weekend Review
 - What did you do?
 - What was challenging last week?
 - What goals can we get better at this week?
- Fill out assignment print sheet
- Check organizers
- Work on Assignments

STAY
ORGANIZED!



Variations in
Schedule or
Routine made
Visually Clear

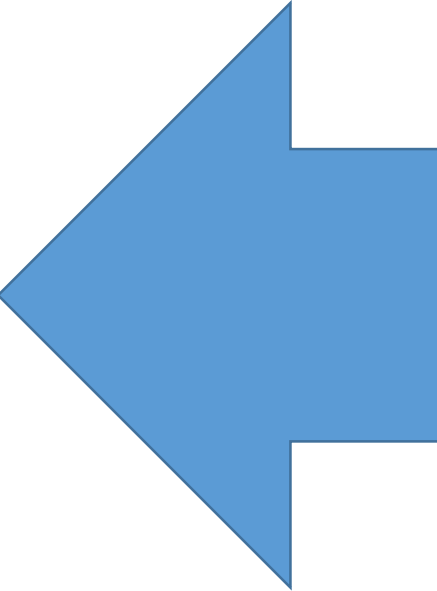




Additional Visual Information is Provided to Remind Students of Important Rules and Information

Grade Check 2016-2017

Class	Period	Current Grade	Missing Assignments



Daily and Weekly
Routines are Built In
To Support Students
With Learning Self
Evaluation

Grading Rubric: Used to Teach Self Evaluation

Core Skill	0	1	2	Total
Punctual	Late to class.	On time to class, but not sitting in desk, no planner or required materials out at bell or talking when bell rang.	On time, sitting quietly in chair at bell with planner and materials out and ready to participate.	
Organized	Did not have items needed for class, personal space (backpack/binder) were disorganized or messy.	Had materials but could not locate or find all needed items. Personal space (backpack/binder) was partially in order.	Had and could easily locate items. Personal space was highly organized and neat.	
Participation	Did not participate in group activities and/or Did not use time in class effectively to complete personal work plan. Did not use supports or strategies taught in class (planner, work plans, etc.)	Partially participated in group activities. Used some class time effectively to complete personal work plan. Used some of the strategies taught in class (planner, work plan, etc.)	Made effective use of all class time including completing personal work plan and fully participating in group activities. Consistently used all of the strategies taught in class (planner, work plan, timers, organizational routines, etc.)	

Factor Sheet

$$ax^2 + bx + c$$

$$6x^2 - 5x - 6$$

- 1) multiply $a \cdot c$
- 2) put in place of c
- 3) Factors of c
→ sum of B
- 4) take factors; put it over a
- 5) simplify
- 6) take denominator; place in front of x

$$x^2 - 5x - 36$$

$$(x - 9)(x + 4)$$

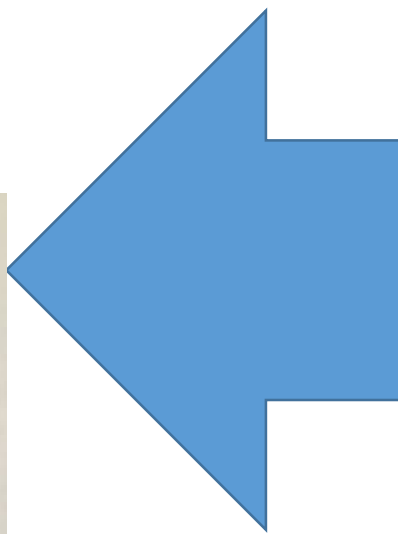
$$\left(x - \frac{3}{2}\right)\left(x + \frac{2}{3}\right)$$

$$(2x - 3)(3x + 2)$$

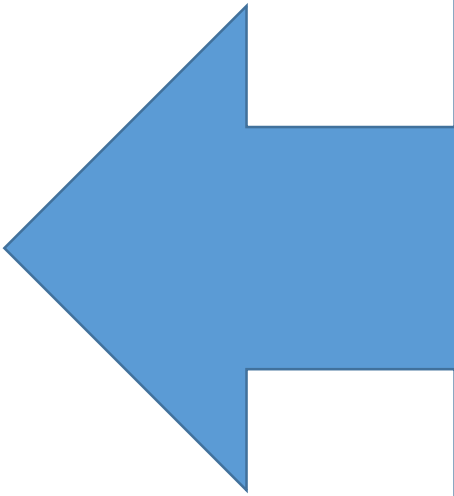
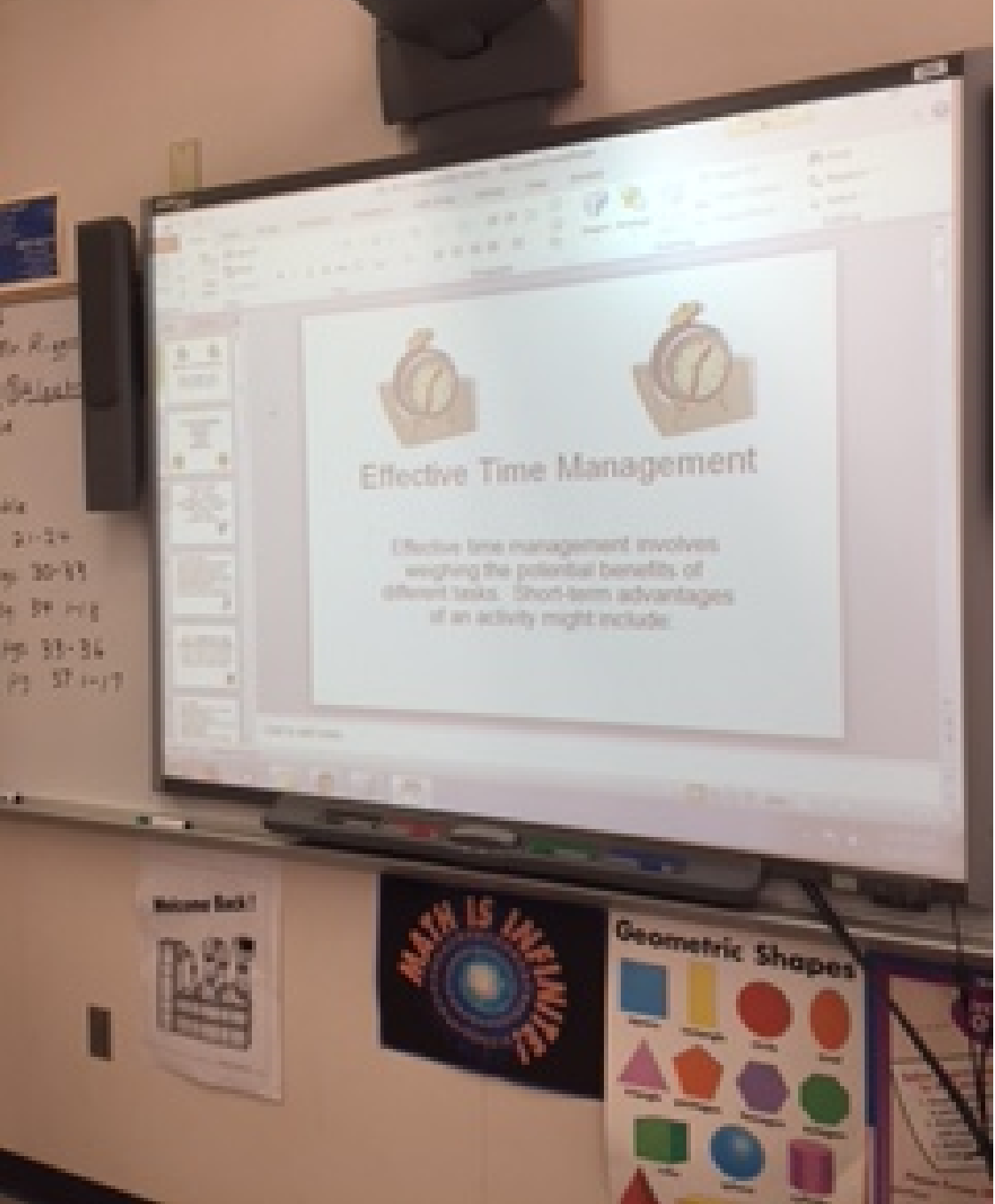
Name: _____ Date: _____ Period: _____

Binder Contents Check-Off Sheet

- Good Quality Binder
- Colored tabs / labels for each period - or separate binder for class
- Two or more pencils
- Two or more pens
- One highlighter
- Filler paper
- Handout and notes are in correct location
- No Loose Papers/ Assignments due may be plastic file
- Dates on all papers
- Papers are in order from oldest to newest



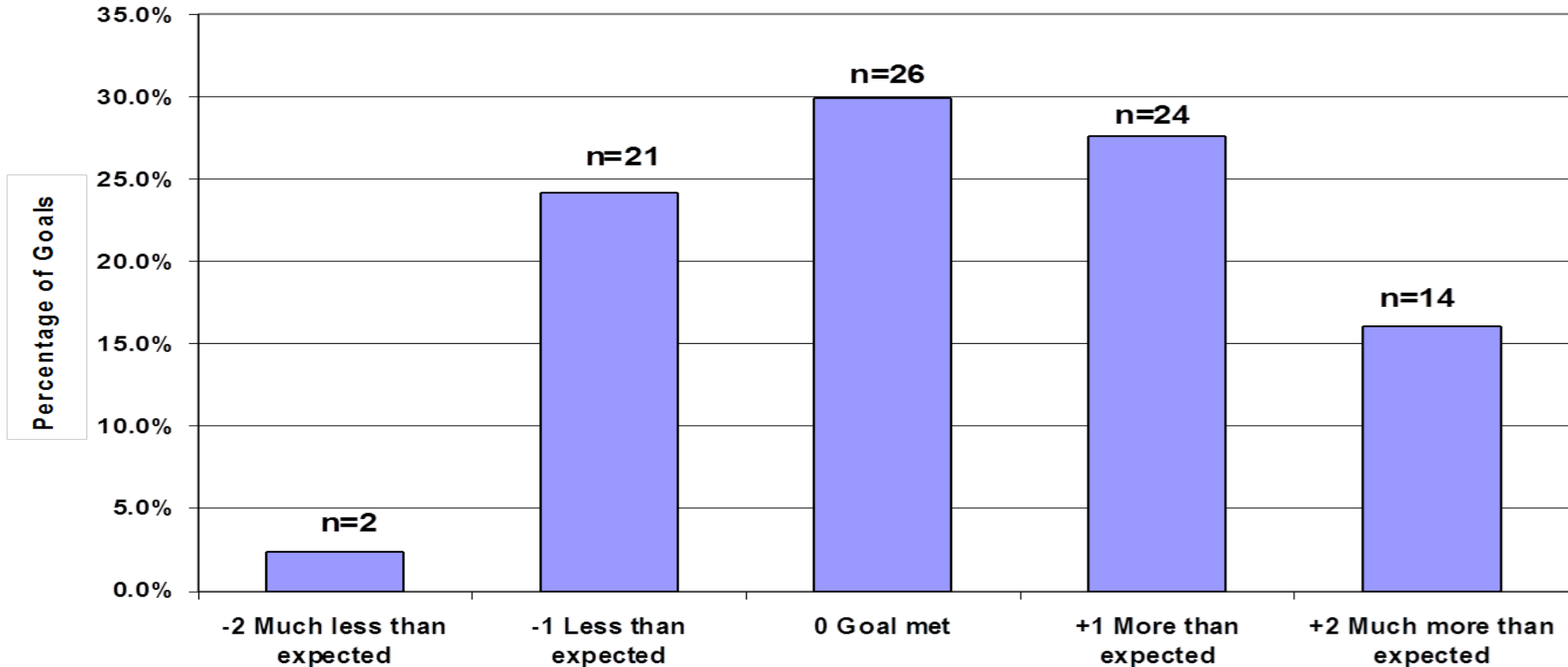
Checklists for Students to Use on Multi-Step Tasks and Organizational Routines



Additional Visual
Resources Used During
Class Instruction
(Use of UDL)

Outcomes: Target Students

Overall GAS Outcomes



What's Next?



Middle School.....