

Evidence Based Practice Training: Peer-Based Instruction and Intervention (PBII)

Adapted from Sam, A., & AFIRM Team. (2015). Peer-Mediated Instruction and Intervention. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.



www.captain.ca.gov



What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

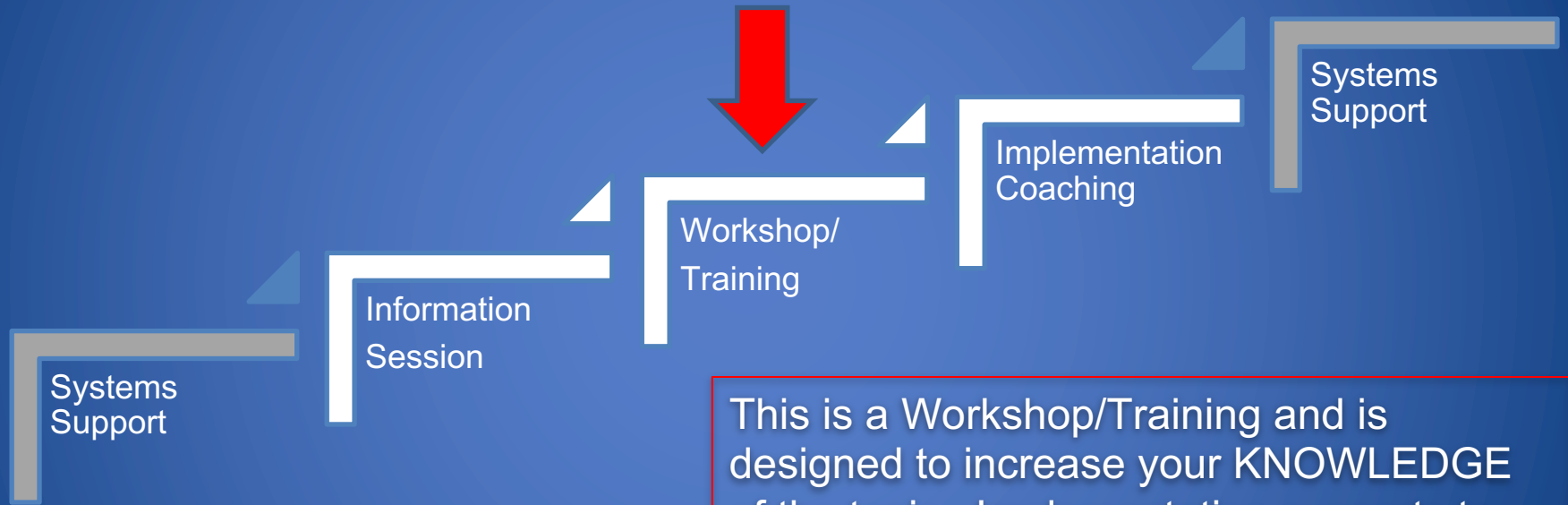
This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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Levels of Professional Development to Reach Implementation

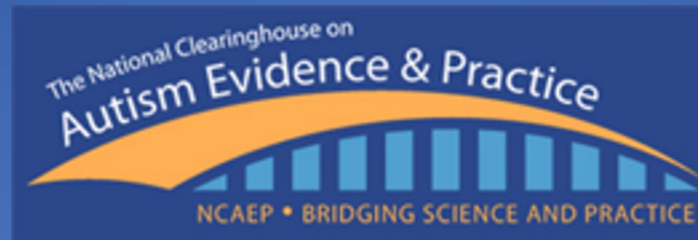


This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin...

Please complete the **Pre-Training Survey**
sent to your email

What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories


Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years						
ABI																																							
AAC																																							
BMI																																							
CBIS																																							
DR																																							
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MD																																							
MMI																																							
NI																																							
PII																																							
PBII																																							
PP																																							
R																																							
RIR																																							
SM																																							
SI																																							
SN																																							
SST																																							
TA																																							
TAII																																							
TD																																							
VM																																							
VS																																							

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps


1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
 - Consider the child and family characteristics
 - Consider the teacher and team characteristics
 - Consider other available resources


Selecting an EBP Checklist

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>

---Selecting an EBP Checklist---





Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.


IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:


COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total


DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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 The National Professional Development Center on Autism Spectrum Disorder



Selecting an EBP AFIRM Team, 2020-8 Page 1 of 3

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>

CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Mastery (How/Criterion for learner progress/mastery)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics


Knowledge level:	Successfully used EBPs:
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Clues found in the IEP Goal


Goal domain:	Potential EBPs (Refer to the Domain Matrix):
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Other Resources


Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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Selecting an EBP AFIRM Team, 2020-8 Page 2 of 3

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>


SELECT AN EBP:


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IF APPLICABLE, IDENTIFY ADDITIONAL EBPs TO BE USED WITH THE SELECTED EBP:

<input type="checkbox"/> Reinforcement (R+)	<input type="checkbox"/> Prompting (PP)	<input type="checkbox"/> Modeling (MD)
<input type="checkbox"/> Task Analysis (TA)	<input type="checkbox"/> Time Delay (TD)	<input type="checkbox"/> Visual Supports (VS)
<input type="checkbox"/> Functional Behavior Assessment (FBA)	<input type="checkbox"/> _____	<input type="checkbox"/> _____

ADDITIONAL NOTES:

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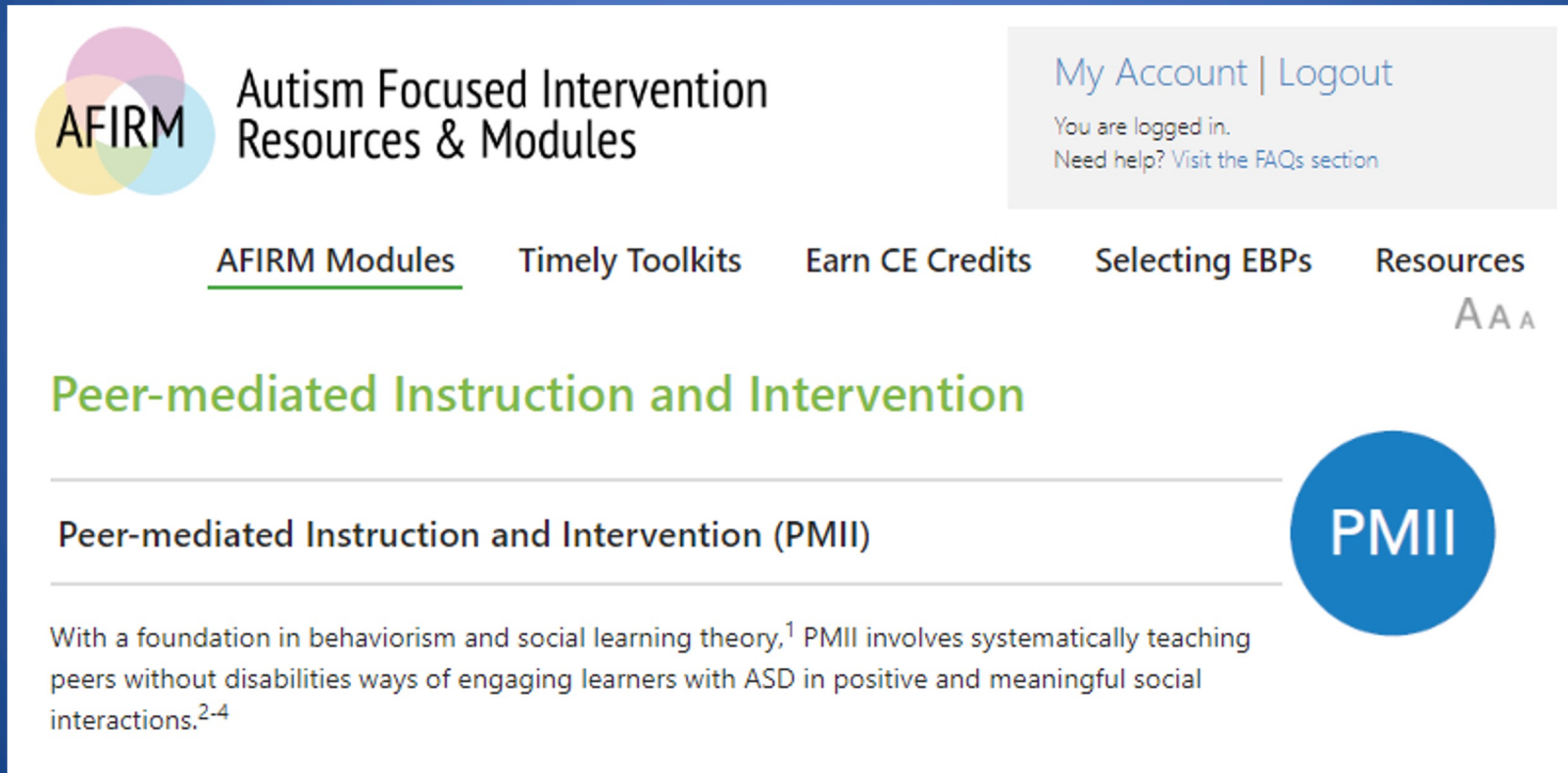


Selecting an EBP AFIRM Team, 2020-8 Page 3 of 3

High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, a Venn diagram with three overlapping circles in pink, yellow, and blue, with the text 'AFIRM' in the center. To the right of the logo is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there is a 'My Account | Logout' link, and below it, the text 'You are logged in. Need help? Visit the FAQs section'. Below the header is a navigation menu with links for 'AFIRM Modules' (underlined), 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. To the right of the 'Resources' link are three small 'A' icons. The main content area features the title 'Peer-mediated Instruction and Intervention' in green. Below this is a horizontal line, followed by the text 'Peer-mediated Instruction and Intervention (PMII)'. To the right of this text is a blue circle containing the white text 'PMII'. Below the text is another horizontal line, followed by a paragraph: 'With a foundation in behaviorism and social learning theory,¹ PMII involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions.²⁻⁴

Learning Objectives



By the end of this training, participants will be able to:

- Describe what are EBPs for Autism
- Define Peer-Based Instruction and Intervention (PBII/PMII)
- Describe how PBII/PMII can help learners and their peers
- Identify at least 3 activities that are particularly supportive of social interactions
- Identify the 6 steps for planning an activity
- List how progress monitoring assist educators

Update

AFIRM has updated the EBP PMII to PBI



Comparison

Peer-Mediated Instruction and Intervention

Original Name

Age Range: 3-22

Skills: Communication, social, joint attention, play, cognitive, school readiness, academic

Settings: Home, school, community

Evidence Rating: Evidence Based

Peer-Based Instruction and Intervention

Current Name

Age Range: 3-18

Skills: Communication, social, joint attention, play, cognitive, school readiness, academic/pre-academic, challenging/interfering behavior, mental health

Now includes adult-mediated interaction with peers in addition to peer-mediated intervention and the MIMC: Structured Playgroups

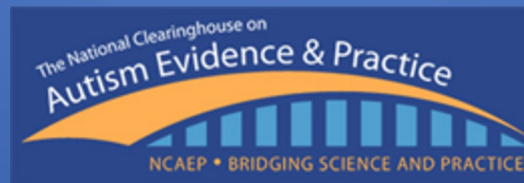
Settings: Home, school, community

Evidence Rating: Evidence Based

Definition of Peer-Based Instruction Intervention

NCAEP Report April 2020

Peer-Based Instruction and Intervention (PBII) In Peer-Based Instruction and Intervention (PBI) peer social interaction is the defining feature of the intervention. Most often but not always the peer of the learner is a neurotypical child of the same general age. There are two types of PBIIs, which are characterized by the role of the peer and the teacher. In peer-mediated instruction and interventions (PMIIS), the peer receives training and perhaps coaching from an adult (e.g., teacher, clinician) to deliver social initiations or instructions in a way that supports the learning goal of the learner with autism. In a variation of this approach, a sibling of the learner may serve in the peer role (e.g., sibling-mediated intervention), but the procedures are the same. In adult-mediated instruction and interventions (AMII) the teacher or other adults arranges the social environment (eg, brings children in proximity) and provides coaching, prompts, and/or reinforcement for both the learner and the peer to engage in social interaction.

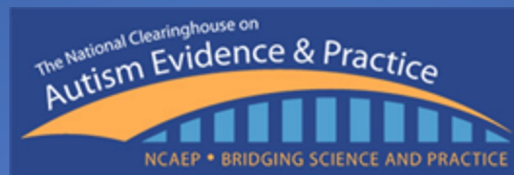


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PBII Also Includes a MIMC

Manualized Intervention Meeting Criteria as an EBP (MIMC)



- MIMC is operationally defined as an intervention that a) is manualized, b) has unique features that create an intervention identity, and c) shares common features with other practices grouped within the superordinate EBP classification
- The 2020 NCAEP report reclassified the EBP, Structured Play Groups, as a MIMC and included it into the PBII EBP

Definition

Structured Play Groups

Structured Play Groups (SPG) are interventions used to teach a broad range of skills and behaviors. SPG groups are characterized by:

- a small predetermined group of children including children who are typically developing,
- who meet consistently across time to engage in structured routines and defined play activities,
- within a defined space, and
- are facilitated by adults who through clear roles use EBPs, such as Prompting and Reinforcement, to support the target child's use of skills and behavior during playtime.

Goals That Can Be Addressed Using Structured Play Groups

- Increase social skills
- Decrease in maladaptive behavior
- Increase social interactions
- Increase peer-directed commenting
- Increase language diversity and complexity
- Increase communication skills
- Decrease isolated play
- Decrease stereotyped object play
- Increase in social forms of play
- Increase in functional object play

To Learn More About the MIMC: Structured Play Groups

AFIRM Online Learning Module:

<https://afirm.fpg.unc.edu/structured-play->

Structured Play Groups (SPG)
--Implementation Checklist--

Before you start:

Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation			
	1	2	3	4
Date				
Observer's Initials				
Step 1: Planning				
1.1 Select target skills/behaviors to address				
1.2 Select the setting				
1.3 Select the length, frequency, and duration				
1.4 Select peers to participate				
1.5 Determine activities and materials				
1.6 Identify and select roles				
1.7 Establish a routine and rules				
1.8 Identify opportunities to embed learner's outcomes				
1.9 Determine specific supports for individual group members				
Step 2: Using				
2.1 Provide orientation to learners				
2.2 Implement routines and activities				
2.3 Transition to the play activity				
2.4 Facilitate the group's play as needed				
2.5 Use additional EBPs to support learning and goal acquisition				
2.6 Fade adult support for individual learners				
Step 3: Monitoring				
3.1 Collect data on target skill/behavior				
3.2 Determine next steps				

AFIRM Autism Focused Intervention Resources and Modules

PBII INTERVENTION FACT SHEET

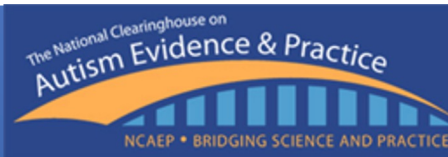
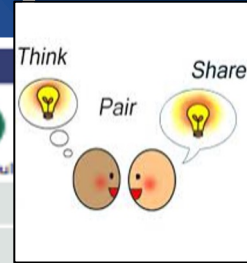
Report April 2020

Name of EBP		Peer-Based Instruction and Intervention (PBII)					
Definition of EBP		<p>In Peer-Based Instruction and Intervention (PBII) peer social interaction is the defining feature of the intervention. Most often but not always, the peer of the learner is a neurotypical child of the same general age. There are two types of PBIs, which are characterized by the role of the peer and the teacher. In peer-mediated instruction and interventions (PMIs), the peer receives training and perhaps coaching from an adult (e.g., teacher, clinician) to deliver social initiations or instructions in a way that supports the learning goal of the learner with autism. In a variation of this approach, a sibling of the learner may serve in the peer role (e.g., sibling-mediated intervention), but the procedures are the same. In adult-mediated instruction and interventions (AMII) the teacher or other adults arranges the social environment (e.g. brings children in proximity) and provides coaching, prompts, and/or reinforcement for both the learner and the peer to engage in social interaction.</p>					
Outcome Areas		Age Ranges					
		0-2	3-5	6-11	12-14	15-18	19-22
		Toddlers	Preschoolers	Elementary School	Middle School	High School	Young Adults
Communication	Communication		✓	✓	✓	✓	
	Social		✓	✓	✓	✓	
	Joint attention		✓	✓			
	Play		✓	✓	✓		
Cognitive	Cognitive			✓	✓		
	School readiness		✓	✓			
	Academic/ Pre-academic			✓	✓	✓	
Adaptive/ self-help	Adaptive/ self-help						
	Challenging/ Interfering behavior			✓			
	Vocational						
	Motor						
Mental health	Mental health			✓	✓		
	Self-determination						

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)

Evidence (Age and Domains)

Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication		✓	✓	✓	✓	
	Social		✓	✓	✓	✓	
	Joint attention		✓	✓			
	Play		✓	✓	✓		
	Cognitive			✓	✓		
	School readiness		✓	✓			
	Academic/ Pre-academic			✓	✓	✓	
	Adaptive/ self-help						
	Challenging/ Interfering behavior			✓			
	Vocational						
	Motor						
	Mental health			✓	✓		
	Self-determination						



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AFIRM MODULES

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Autism Focused Intervention
Resources & Modules

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[Selecting EBPs](#)

[Resources](#)

AAA

Peer-mediated Instruction and Intervention

Peer-mediated Instruction and Intervention (PMII)



With a foundation in behaviorism and social learning theory,¹ PMII involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions.²⁻⁴

What Will I Learn?

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about peer-mediated instruction and intervention (PMII).
- Applying PMII in activity based scenarios that promote real-world application.

The PMII module will take approximately 1.5 to 2 hours to complete. However, the module is broken into individual lessons to help guide your learning:

Peer-Mediated Instruction and Intervention (PMII)

—Step-by-Step Guide—



This practice guide outlines how to plan for, use, and monitor PMII.

Keep in mind that the five types of PMII are:

- Peer modeling
- Peer initiation training
- Direct training for target student and peer
- Peer networks
- Peer support

While each type is slightly different, the practice guide is applicable to all. When unique features are tied to a specific type, we will identify them through examples or cautions.

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about . . . ?

- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...
- Identifying evidence-based practices...

If the answer to any of these is "no," review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu

What is Peer-Mediated Instruction and Intervention?

A method to systematically teach peers without disabilities ways to engage learners with Autism in positive and meaningful social interactions.

- A group of specific interventions that address social skills of learners with Autism by using trained peers.

PMII increases the frequency that learners with Autism will interact with peers without disabilities.

PMII teaches peers without disabilities ways to socialize with learners with Autism.



Skills addressed by PBII/PMII can include:

- Saying hello
- Playing with others
- Joining a game or activity
- Having a conversation with peer
- Create opportunities for a student to interact with peers (such as a sports team, church group, school clubs, or play group)





Examples

A Case for PMII



**Video Story:
A Case for PMII**



AFIRM
E-LEARNING MODULE

Autism Focused
Intervention
Resources and
Modules

PMII
(Musical Intro Playing)

Peer-Mediated
Instruction
and Intervention

00:05 / 02:09

▶ Video Transcript

Key Points

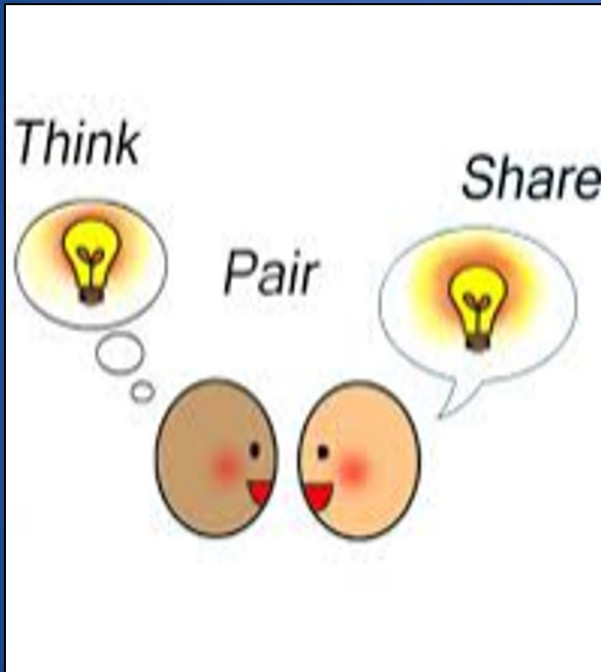
- Focal Learner with ASD: blond hair boy with the blue backpack.
- Notice how the student with ASD interacts with peers and how his peers interact with him.
- Determine if you think PMII could be a possible intervention for this learner.



5 Types of Peer-Mediated Instruction and Intervention

TYPE OF PMII	DESCRIPTION	SKILLS	AGES
PEER MODELING	Train peers to demonstrate use of target skills to learner with ASD	<ul style="list-style-type: none"> • Requesting assistance • Joining activity • Following directions • Greetings 	<ul style="list-style-type: none"> • Young children • Elementary
PEER INITIATION TRAINING	Train peers in use of strategies to encourage peers to interact with learner with ASD in natural settings	<ul style="list-style-type: none"> • Responding to invitations • Maintaining conversations • Turn-taking 	<ul style="list-style-type: none"> • Young children • Elementary
DIRECT TRAINING FOR TARGET STUDENT AND PEER	Teach peers and learner with ASD specific target skills	<ul style="list-style-type: none"> • Initiating conversations • Perspective taking • Accepting 'no' 	<ul style="list-style-type: none"> • Young children • Elementary
PEER NETWORKS	Peers interact with learner with ASD in a facilitated, regular meeting held outside of instructional time.	<ul style="list-style-type: none"> • Joining peer groups • Promoting social networks 	<ul style="list-style-type: none"> • Upper elementary • Middle school • High school
PEER SUPPORTS (e.g. best buddies, peer tutoring)	Peers provide social and academic support to learner with ASD within and inclusive environment	<ul style="list-style-type: none"> • Academic skills • Social skills 	<ul style="list-style-type: none"> • Upper elementary • Middle school • High school

Think - Pair - Share



✓ Checking In

A special education teacher trains two peers, who are developing typically, how to use visual cues and prompts to encourage a classmate with ASD to stay on topic when having a conversation at lunch.




Select the type of PMII the special education teacher is using:


- Peer Modeling
- Peer Initiation Training
- Peer Networks
- Peer Supports

How PBII/PMII Help Learners and Their Peers

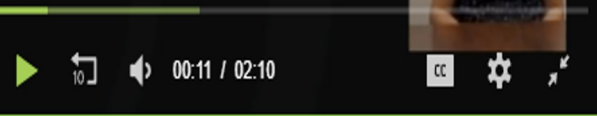
PBII/PMII is useful for learners with Autism who need support with communication skills such as initiating and responding to socials interaction with peers without disabilities

Peer Benefits of PBII/PMII

 Video Story:
Peer Benefits of PMII

 **Basics of PMII:**
Peer Benefits from a Peer Network


What specific benefits does this peer share?
Narrator: "Listen to a peer describe ways in which she benefited from participating in a peer network."

 00:11 / 02:10

[Video Transcript](#)

Key Points

- Describe benefits a peer received from participating in PMII.
- Consider other ways that peers might benefit from participating in a peer network.



How is PBII/PMII Being Used

- Increase the likelihood that learners with Autism will generalize and use new social skills in different activities with different peers
- Increase the likelihood that social interaction will be naturally reinforced by enjoyable exchange between peers without disability and learners with Autism
- Benefits peers without disabilities by providing them with the training and support needed to successfully interact with learner with Autism.

Steps to Assess and Implement

1. Identify the behavior
2. Collect baseline data through direct observation
3. Established a goal or outcome that clearly states: when the behavior will occur, what the target skill is, and how the team will know when the skill mastered



Practice with Feedback



Select which goals would be best to address using PBII/PMII and which goals would not?

1. During 20 minutes of a group activity, Jayden will verbally contribute to the group (e.g. offer feedback, share knowledge, ask questions) 4 times in 1 class context
2. Providing visual cues, Madison will complete 6/9 steps of the laundry process independently.
3. In a small group session when given a verbal reminder, Robert will make on - topic contributions to the daily group task 3 times during the group work

OR



Ready Set Go.....

Step #1 Planning

Step #2 Using

Step #3 Monitoring



Step #1 Planning

- Identify when social interaction naturally occurs
 - Use the **Pre-Assessment for Learner** to help identify the times
- Select and recruit peers to participate in the intervention
 - Use the **Peer Selection Checklist** to help identify & select peers
- Prepare for peer training session
 - At this time you need permission from peers, teachers and parents
- Introduce target skills or strategy to peers
 - First training session by teaching peers to recognize and appreciate individual differences, likes, dislikes, strengths relating to the intervention
 - Keep in mind confidentiality and privacy

Cont. Step #1 Planning

- Develop scripts for peers
- Use role play with peers
- Middle and High Schoolers
 - Write down schedule and match them with the schedule of the learner with Autism
[LINK TO: Daily Schedule for Peer](#)
 - If appropriate provide notebooks, for peers to record notes on the intervention
[LINK TO: PMII Peer Notebook](#)

Peer-Mediated Instruction and Intervention

AFIRM
Autism Focused Intervention Resources & Modules

---PMII Daily Schedule of Peer---
Peer's (Your) Name: _____ Date/Time: _____
Learner's Name: _____

Think about your schedule throughout the week. List classes and times of classes for the week. Write down clubs, sports, or other activities you participate in on a weekly basis.

For more information visit: www.afirm.fpg.unc.edu

Daily Schedule:

Daily Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Class:					
Lunch:					
Club:					
Club:					
Sport:					
Sport:					
Other:					

Peer-Mediated Instruction and Intervention National Professional Development Center on ASD 2015 1

Step 2 Using PBII/PMII

- Assign peers to learner with Autism
- Conduct a minimum of one regular 15 minutes session daily
- Provide materials for learner to participate in session
- Provide support & feedback to peers
 - During weekly problem solving meetings



» **Step 2 Using PBII/PMII**

Step 3: Monitoring PBII/PMII

- Observe and document behavior of learner with Autism
- Determine if peers need additional support/training
- Determine next steps based on progress of learner with Autism

Self Monitoring Template

Peer-Mediated Instruction and Intervention

AFIRM
Autism Focused Intervention Resources & Modules

---PMII Self-Monitoring Checklist---

Peer's (Your) Name: _____ Date/Time: _____
Learner's Name: _____
Activity: _____

Questions:

How Did I Do?	Yes	A Little	No
1. Did I start talking to my friend?			
2. Did I keep talking to my friend?			
3. Did I look, wait, and listen?			
4. Did I answer his or her questions?			
5. Did I say something nice to him or her?			
6. Did I enjoy spending time with him or her?			
7. Would I like to continue working with him or her?			
8. Have I made other new friends in class?			

Adapted from: Themann, K. (2007). Improving social communication and peer interactions of school-age children with autism. Child Language Proseminar, Child Language Doctoral program, University of Kansas.

What have I learned from working with (Learner's name)? _____

For more information visit:
www.afirm.fpg.unc.edu

Peer-Mediated Instruction and Intervention National Professional Development Center on ASD 2015 1

Implementation Fidelity is Critical!

What does this mean?



“Implementing an intervention in the same manner in which it was done in the evidence based research”

Implementation Checklist

- Determine if the practice is being implemented as intended.
- When PBII/PMII activities are used as intended learners with Autism and peers experience more meaningful social interaction which can result in more positive social relationships

Peer-Mediated Instruction and Intervention (PMII)
---Implementation Checklist---

Observation Date	Observer's Initials			
	1	2	3	4
Step 1: Planning				
1.1 Identify times when social interactions naturally occur				
1.2 Identify and recruit peers				
1.3 Prepare for session				
1.4 Introduce target skill or strategy to peers				
1.5 Develop scripts for peers				
1.6 Use role plays with peers				
1.7 Review peer schedules and how peers record data and notes using notebooks, if appropriate				
Step 2: Using				
2.1 Assign peers to learner with ASD				
2.2 Conduct a minimum of one regular 15-minute session daily				
2.3 Provide materials for learner to participate in session				
2.4 Provide support and periodic feedback to peers				
Step 3: Monitoring				
3.1 Observe and document behavior of learner with ASD				
3.2 Determine if peers need additional support and/or training				
3.3 Next steps based on progress of learner with ASD				

Before you start

Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

AFIRM Autism Focused Intervention Resources and Modules

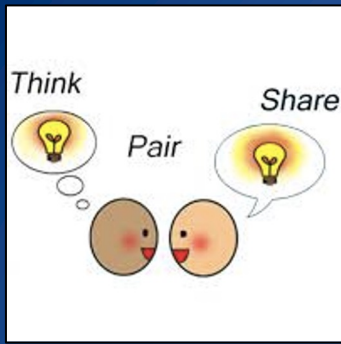
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Implementation Fidelity is Critical!

How implementation fidelity achieved:

1. Use Implementation Checklists for the EBP to capture fidelity of implementation
2. Refer to NCAEP EBP Fact Sheets
3. Use AFIRM self-learning modules on EBPs
4. Attend training on the EBPs
5. Access coaching on the EBP until fidelity is attained





My Takeaways

1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?



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After the Training...

Please complete the **Post Training Survey**
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THANK
YOU