The California Autism Professional Training and Information Network (CAPTAIN): Baseline Assessment of Training, Implementation and Evaluation of Evidence Based Practices Within Key Stakeholder Groups in California

Patrice Yasuda, PhD, Assistant Clinical Professor of Clinical Pediatrics, USC Keck School of Medicine; Training Director of CA-LEND, USC UCEDD at Children's Hospital Los Angeles
Patricia Schetter, MA, BCBA, Project Coordinator, CEDD at UC Davis MIND Institute, Sacramento, CA
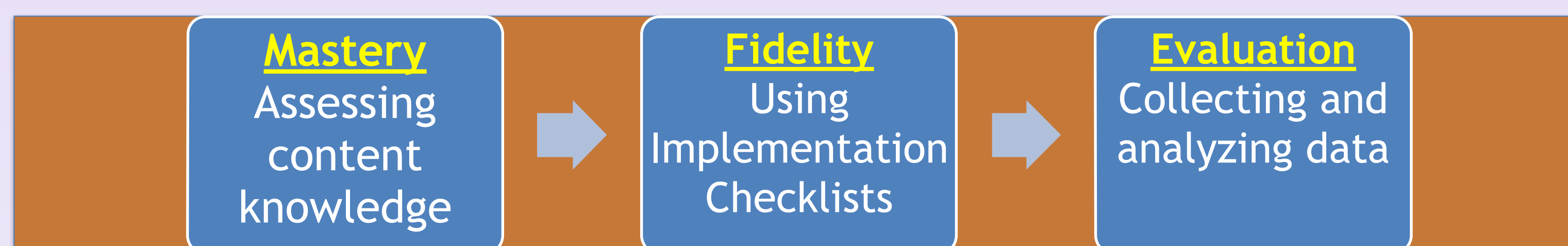Ananda Aspen, MA, Diagnostic Center Central - CA Department of Education

Introduction

The paradigm shift to evidence-based practices in autism education has been rapid but not always applied. Although multiple barriers to implementation of evidence-based practices (EBPs) have been identified through prior studies, there is a gap in the literature specifically identifying key structures that might facilitate increased knowledge, application, and evaluation in the field. CAPTAIN is a multiagency network created to support the understanding and use of EBPs for individuals affected by ASD. CAPTAIN members, referred to as Cadre, are trained as trainers and are tasked with providing local training and implementation coaching in order to increase knowledge and fidelity of practice. This poster presents results from a survey of the key statewide stakeholders of their baseline *knowledge*, *implementation* and *evaluation* of 24 evidence based practices in autism as defined by the National Professional Developmental Center for Autism Spectrum Disorders (NPDC-ASD).
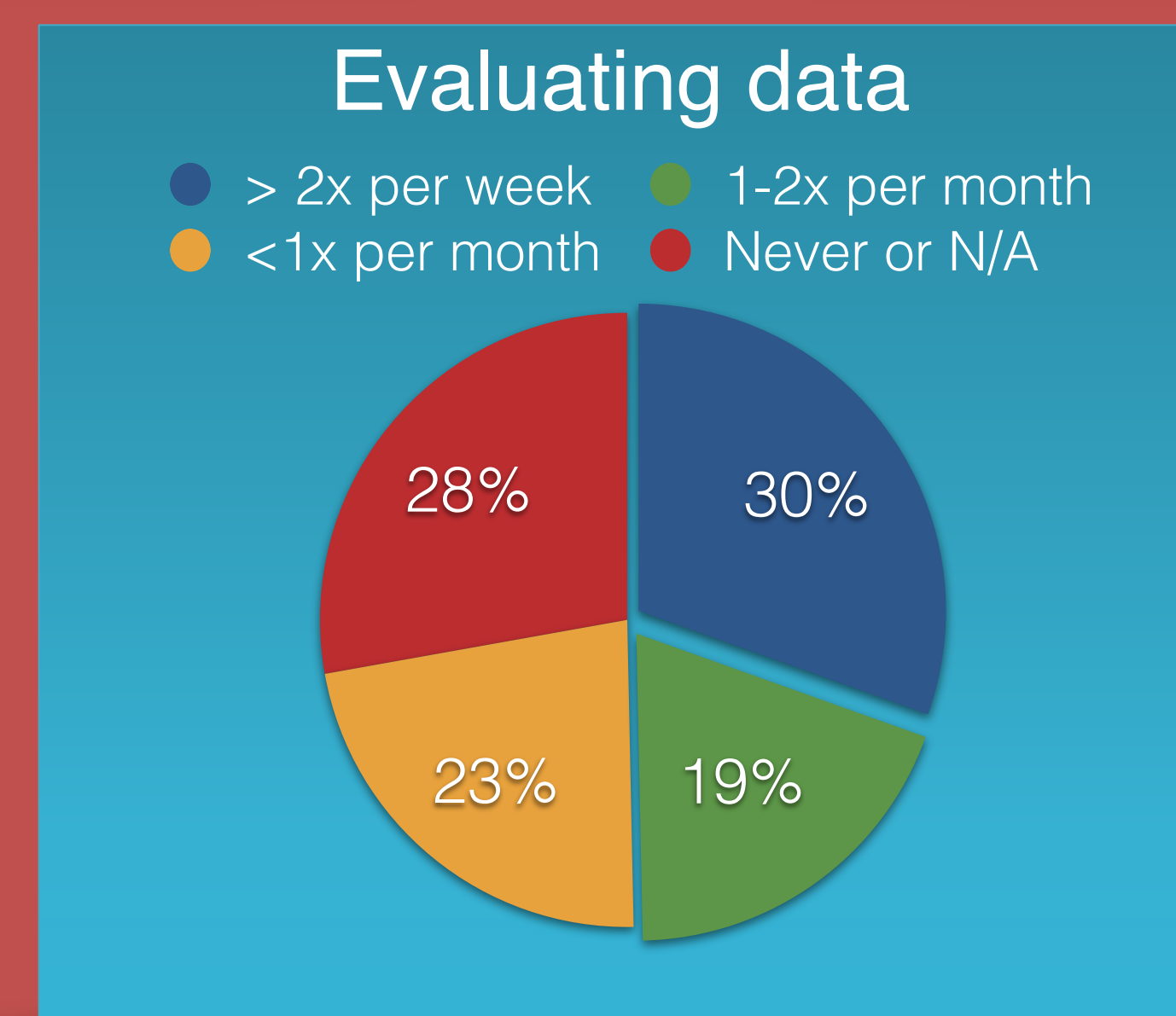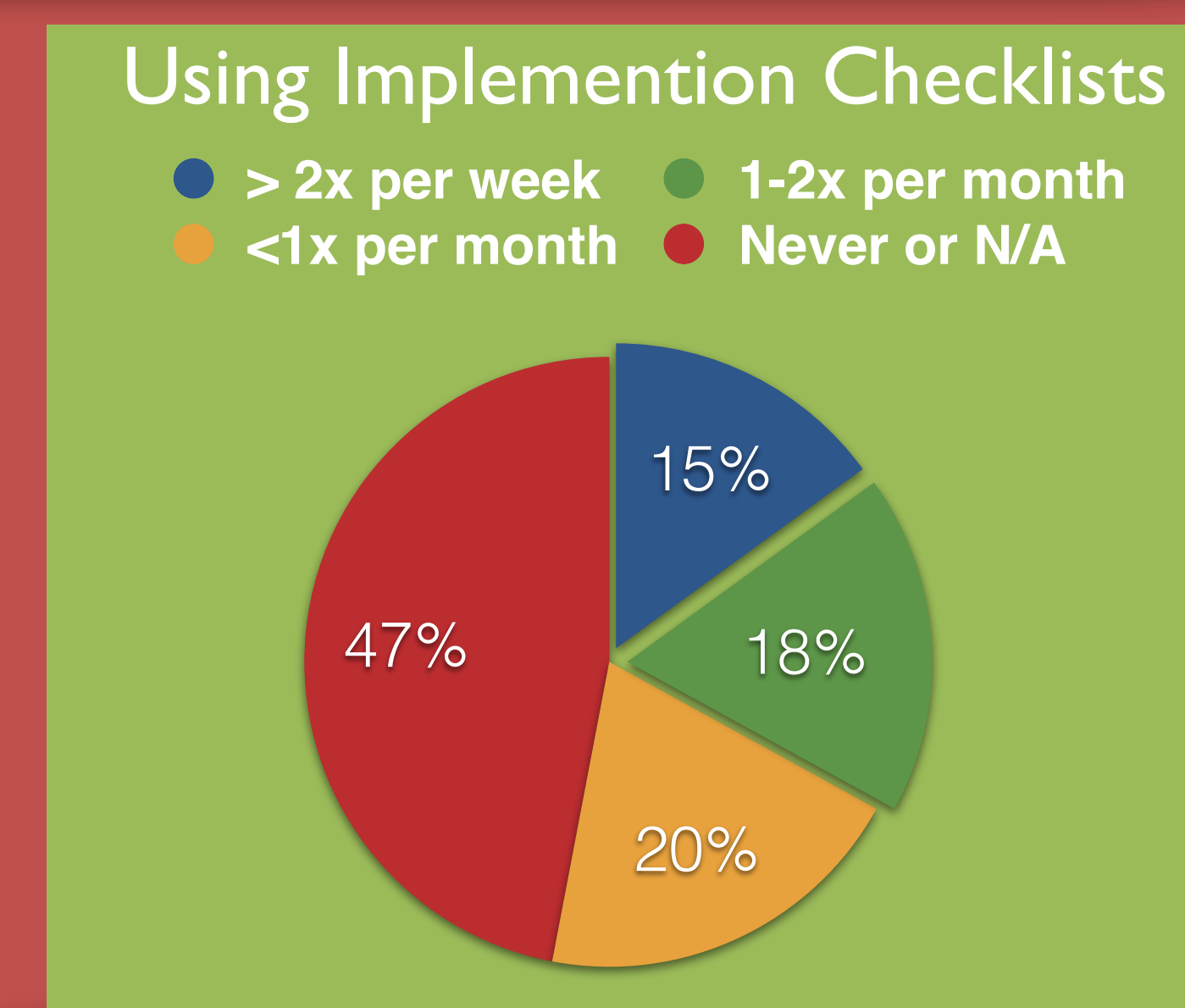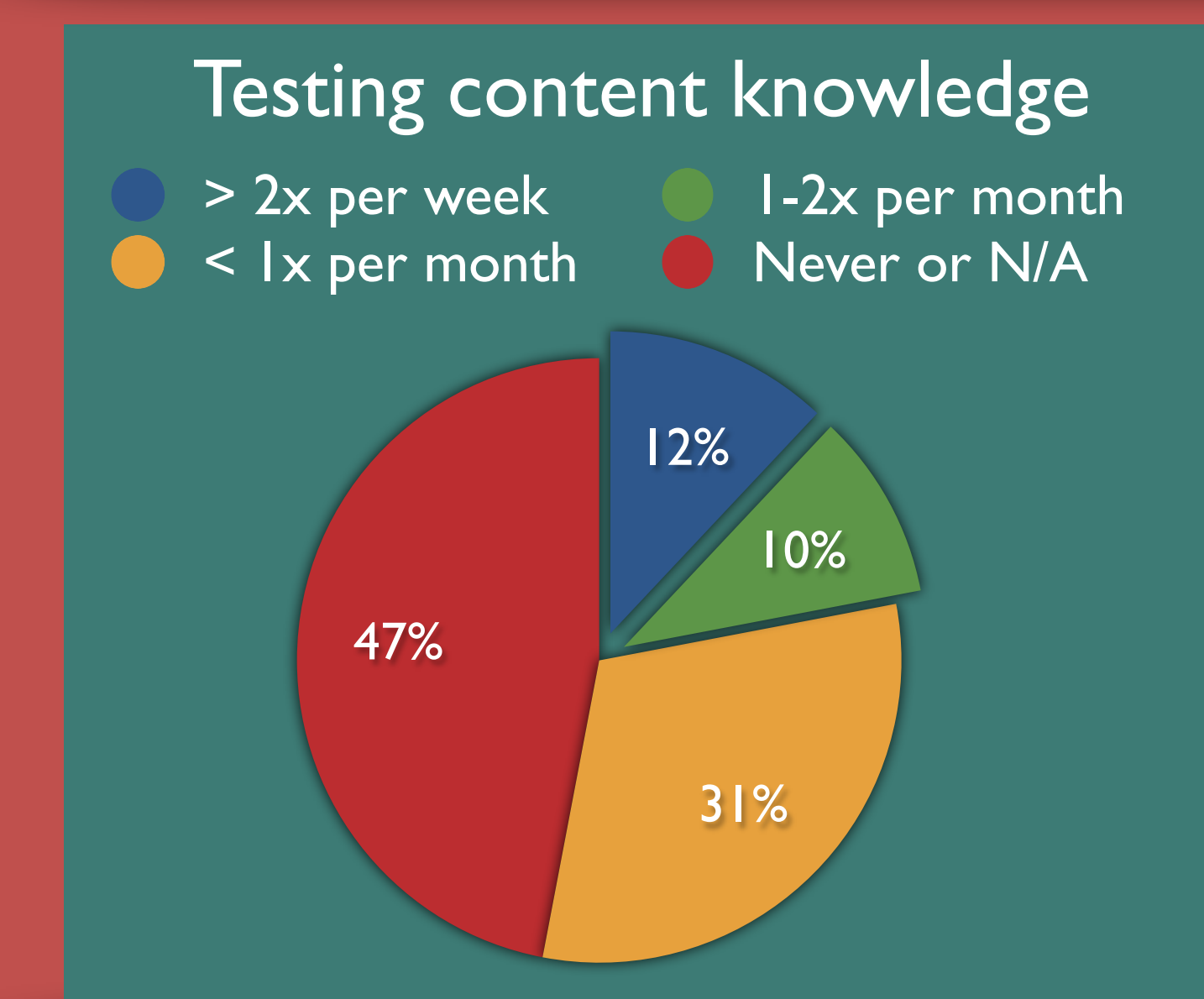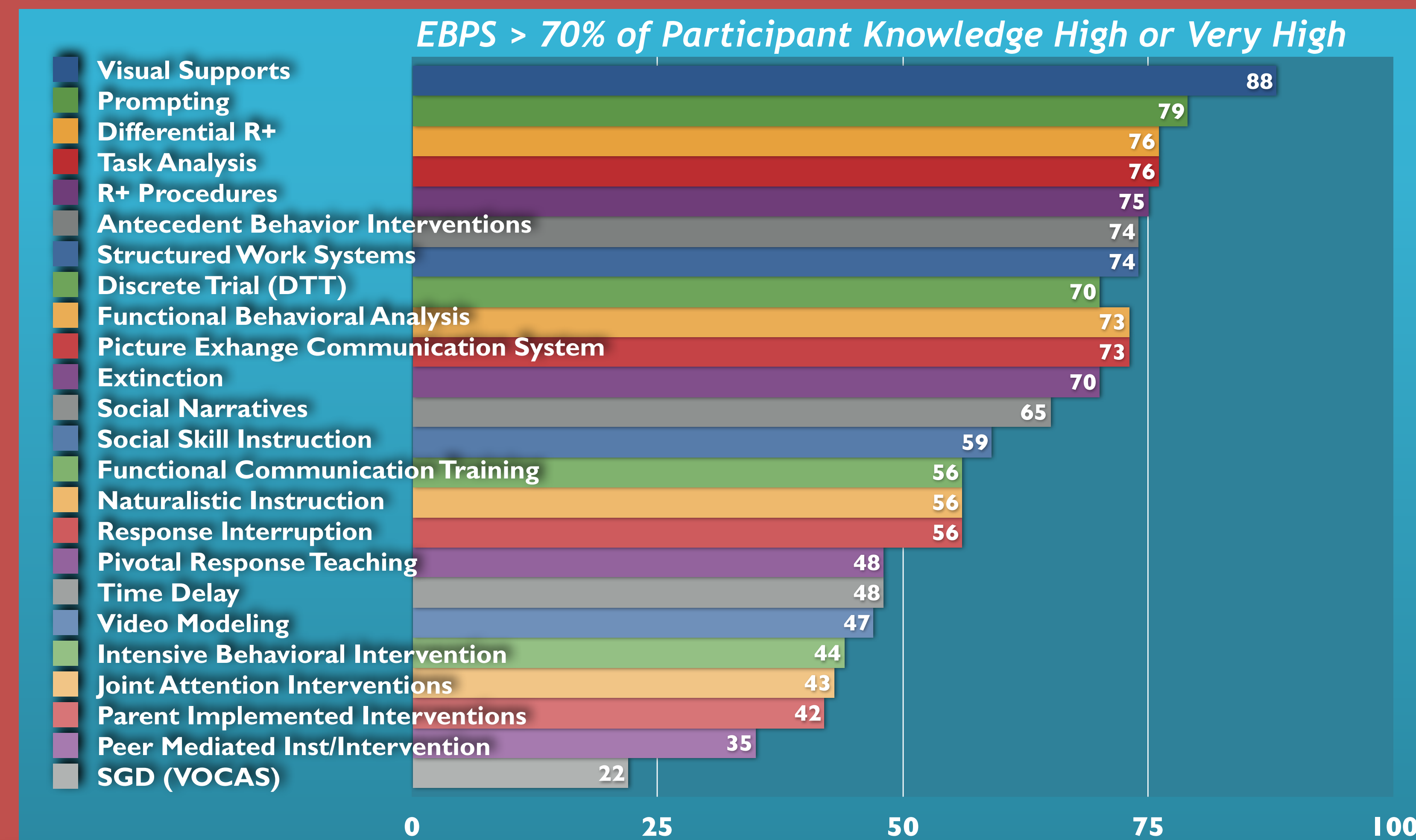
Methods

All CAPTAIN Cadre were asked to complete a 40 item online survey prior to the first CAPTAIN Trainer of Trainers Summit to obtain a baseline measurement of their **knowledge** of the 24 evidence based practices in autism, as defined by the NPDC-ASD, their **implementation** of standardized protocol to administer these practices, and their **evaluation** process. Cadre demographics and interagency collaborations were also collected; this data is presented elsewhere.

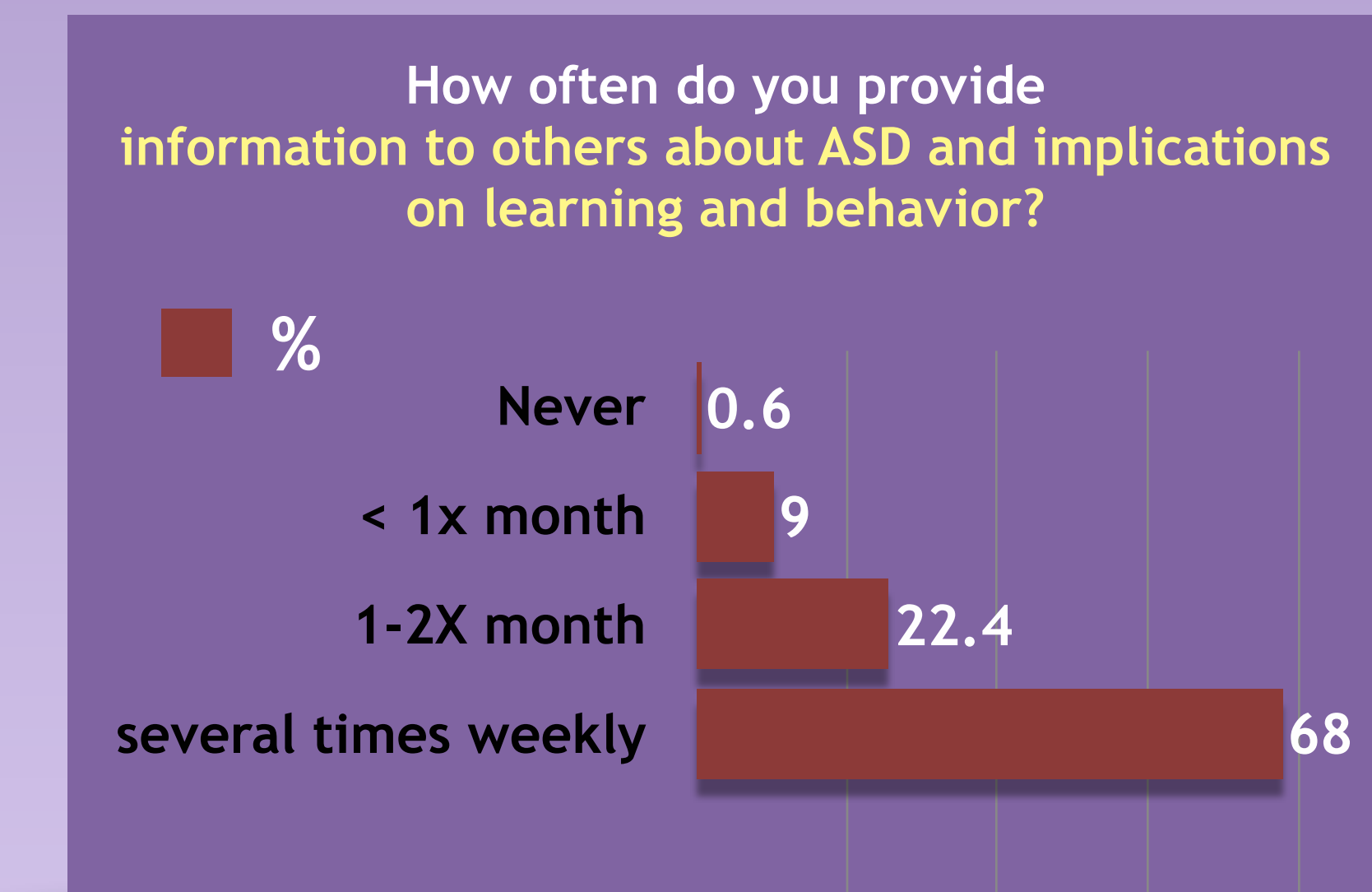| Mastery	Fidelity	Evaluation
Assessing content knowledge	Using Implementation Checklists	Collecting and analyzing data

159 participants out of 342 (47%) completed this baseline survey. Follow-up steps to prompt survey non-responders were not conducted due to logistical difficulties.

Results

Knowledge and Implementation of EBPs

EBPS > 70% of Participant Knowledge High or Very High

EBP	%
Visual Supports	88
Prompting	79
Differential R+	76
Task Analysis	76
R+ Procedures	75
Antecedent Behavior Interventions	74
Structured Work Systems	74
Discrete Trial (DTT)	70
Functional Behavioral Analysis	73
Picture Exchange Communication System	73
Extinction	70
Social Narratives	65
Social Skill Instruction	59
Functional Communication Training	56
Naturalistic Instruction	56
Response Interruption	56
Pivotal Response Teaching	48
Time Delay	48
Video Modeling	47
Intensive Behavioral Intervention	44
Joint Attention Interventions	43
Parent Implemented Interventions	42
Peer Mediated Inst/Intervention	35
SGD (VOCAS)	22

Testing content knowledge

- > 2x per week
- < 1x per month
- 1-2x per month
- Never or N/A

12% / 10% / 31% / 47%

Using Implementation Checklists

- > 2x per week
- <1x per month
- 1-2x per month
- Never or N/A

15% / 18% / 20% / 47%

Evaluating data

- > 2x per week
- <1x per month
- 1-2x per month
- Never or N/A

30% / 19% / 23% / 28%

Providing information and training about ASD and EBPs

How often do you provide information to others about ASD and implications on learning and behavior? (%)

	%
Never	0.6
< 1x month	9
1-2X month	22.4
several times weekly	68

How often do you provide Overview trainings to groups on the topic of ASD (diagnosis, learning and behavior)? (%)

	%
Never	22
< 1x month	48
1-2X month	28
several times weekly	2

How often do you provide trainings to groups on an *overview* of Evidence Based Practices? (%)

	%
Never	33
< 1x month	52
1-2X month	13
several times weekly	2

How often do you provide trainings to groups on *specific* Evidence Based Practices? (%)

	%
Never	28
< 1x month	36
1-2X month	32
several times weekly	4

Discussion and Next Steps

There was a wide range of knowledge level on the EBPs ranging from a high of 88% for *Visual Supports* to a low of 22% for *Speech Generated Devices*. Dissemination methods occurred primarily through conversations and professional interactions rather than formal trainings. Evaluation of the EBP protocol was rarely consistently administered with less than 30% doing so. These results demonstrate that the majority of Cadre members have good knowledge of EBPs in autism, but few practice a standardized protocol for implementation and even fewer have an evaluation process in place. To ensure consistent fidelity of EBPs in autism, these two latter steps must be seen as critical processes and integrated into implementation in the field. Training in these areas of implementation fidelity and evaluation will be a focus of CAPTAIN. Intensified survey follow-up steps will be conducted in the future to ensure a higher participant response rate for more accurate representation.

Systems level change - the power of knowledge, implementation and evaluation