



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

States are invited to participate in a new professional development opportunity offered by the National Professional Development Center on Autism Spectrum Disorders (ASD), funded by the U.S. Department of Education, Office of Special Education Programs. This multi-university program began on July 1, 2007. The mission of the Center is to provide resources, professional development, and technical assistance that will increase the number of highly qualified personnel serving children and youth with ASD by:

- promoting evidence-based practices for early identification, intervention, and education that produce optimal child and family outcomes, spanning the age range from infancy to early adulthood (21 years);
- providing sustainable, outcome based professional development and technical assistance that optimize existing resources for effective delivery of services;
- establishing model sites showcasing evidence based practices (EBP); and
- evaluating/measuring child, family, practitioner, and system level outcomes.

Three states with the greatest potential to benefit from the resources of NPDC on ASD will be selected each year from 2008 through 2010. Each of the three regional centers of the National Professional Development Center on Autism Spectrum Disorders (the Center) will collaborate with selected states for a period of two years to achieve these goals.

State partners will be selected through a competitive application process. Three states will be selected this summer for participation from January 1, 2009 through December 31, 2010. Applications and additional information about the Center are available on the project web site at www.fpg.unc.edu/~autismpdc. Applications for the 2009-2010 cohort are due by June 1, 2008.

The National Professional Development Center on Autism Spectrum Disorders is a multi-university program comprised of the following partners.

FPG Child Development Institute

**University of North Carolina at
Chapel Hill
Sam Odom
Deborah Hatton
Jim Bodfish**



Waisman Center

**University of Wisconsin-
Madison
Leonard Abbeduto
Linda Tuchman-Ginsberg**



M.I.N.D. Institute

**University of California at Davis
Medical School
Sally Rogers
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Evidence-based Practices for Children and Youth with ASD

The National Professional Development Center on ASD has developed the following definition of evidence-based practices.

To be considered an evidence-based practice for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- *randomized or quasi-experimental design studies*. Two high quality experimental or quasi-experimental group design studies,
- *single-subject design studies*. Three different investigators or research groups must have conducted five high quality single subject design studies, or
- *combination of evidence*. One high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies).

High quality randomized or quasi experimental design studies do not have critical design flaws that create confounds to the studies, and design features allow readers/consumers to rule out competing hypotheses for study findings. High quality in single subject design studies is reflected by a) the absence of critical design flaws that create confounds and b) the demonstration of experimental control at least three times in each study.

Nathan & Gorman (2002)
Rogers & Vismara (2007)