An Introduction to HANDS in Autism®
Interdisciplinary Training & Resource Center

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Who is HANDS in Autism®?

INDIANA UNIVERSITY
DEPARTMENT OF PSYCHIATRY
School of Medicine

- ➤ Center for interdisciplinary service, training, research

- ➤ Housed within the Department of Psychiatry at IUSM/Riley Hospital on IUPUI campus

- ➤ Foundational funding through CDC 2004-2006 and IDOE in 2006-2013

Mission of the HANDS in Autism® Center
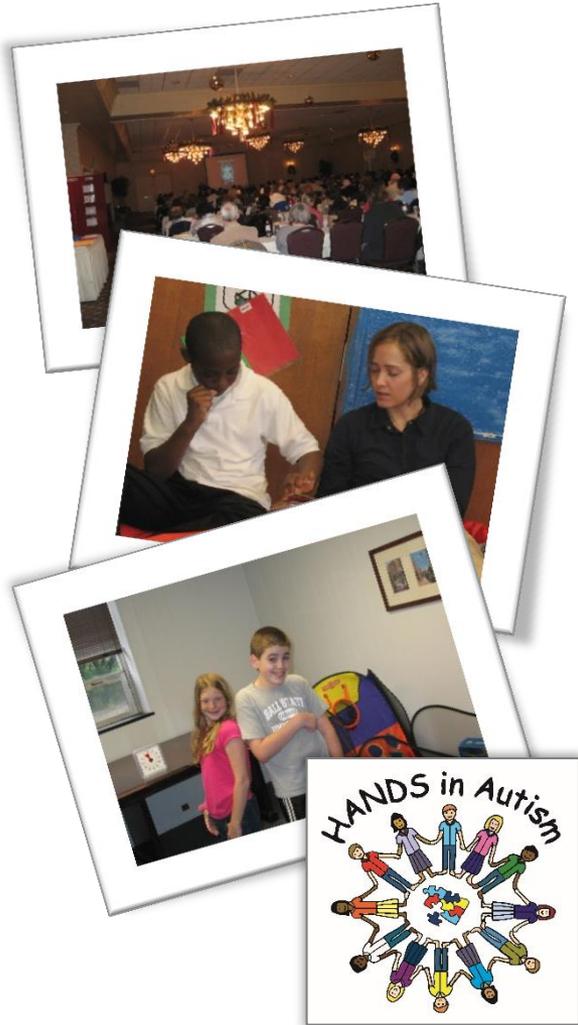
Provide a **broad yet comprehensive foundation for understanding and working with people with autism spectrum disorder (ASD)** and a range of other developmental and behavioral challenges through shadowing, observation, practice and feedback

Build bridges of information, resources and collaboration across family, educational, medical and community systems

Vision of the HANDS in Autism® Center

Building local capacity through

(1) **demonstrations** of implementation of evidence-based practices across home, school, medical and other community settings and

(2) **local community cadres** (LCCs) also bridging across systems and settings with a focus on shared responsibility for positive individual and family outcomes.

Legend:
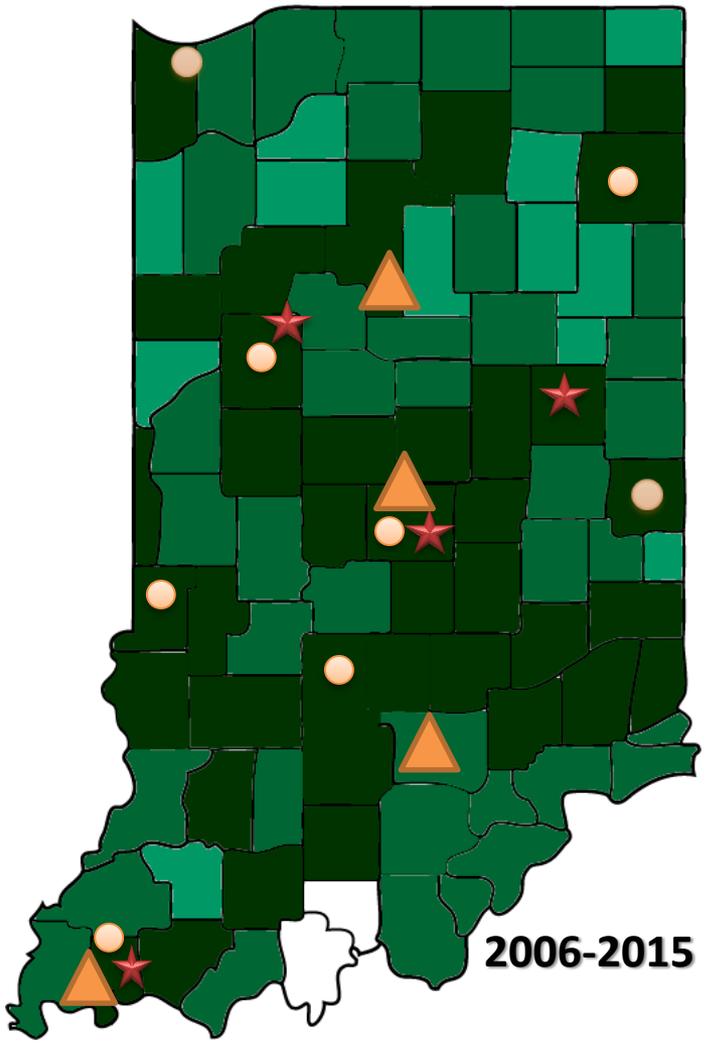
▲ *Collaborative Programs*

○ *Local Community Cadre Sites*

★ *Intensive Sites*

■ *Material Distribution*

■ *Web/Live Workshops*

■ *Intensive Hands-On Training*

2006-2015

2006

Why a Focus on ASD?

- Fastest growing DD in US
- National prevalence 1 in 68 (CDC, 2014)
- Similar increase in educational classifications of ASD in Indiana--1/71 or 14,179 students (IDOE December count, 2014).
- Those with ASD several times more likely to require school-based interventions (Mandell et al., 2005)
- Average cost associated with autism over a lifetime can reach $3.2 million for one individual
- Impact is widespread to families, school providers, communities
- There is no cure…

HOUSE Curriculum: A Robust Model

- **Consistent curriculum content and process framework**
- **Individualization and prioritization based upon setting and roles**

The foundation of each house is the environment, including both physical and visual elements. The process is not linear, thus the arrows point in each direction from any given structural element.
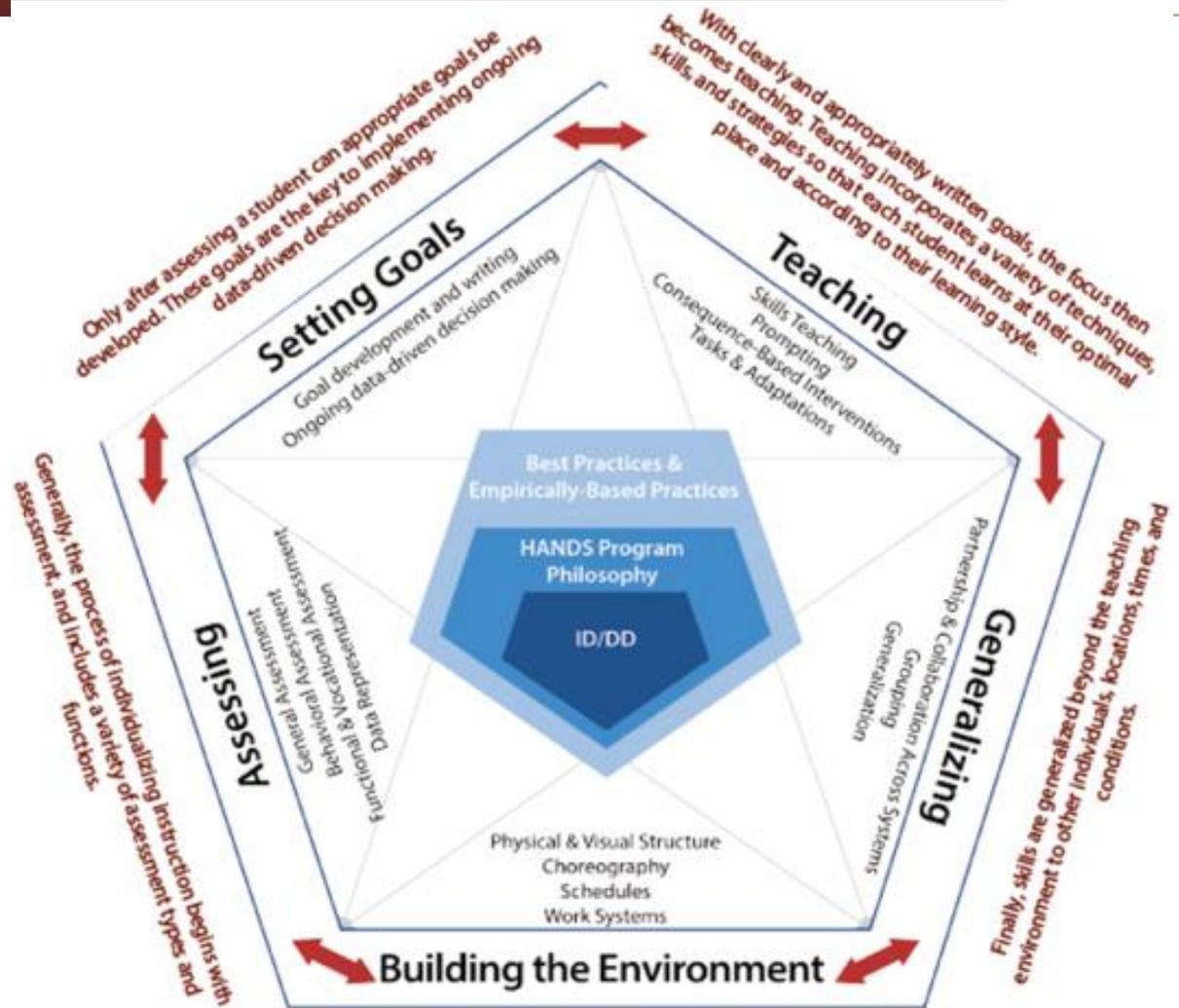
Overarching Curriculum Principles

- Data driven decision making
  - At each phase of implementation, data at core of all decisions regarding individual programming, programming for trainees, and HANDS program evaluation
  - Data as the guide to effect, impacts and needs for modification

- Collaboration throughout
  - Trainers and trainees
  - Trainees, colleagues, and families
  - Schools and communities

Other Attributes

- Focus on teaching a process for effective implementation (i.e., beyond awareness)

- Teaching based on building on the strengths of students

- Emphasis on proactive planning and skills training vs. behavioral management

- Teach practices that blend ABA and education and are both essential to ASD and beneficial to all

- Understanding that the specialist model will not serve our students
  - All must have tools appropriate to role; all different roles and need for info and training
  - Facilitate getting level and format needed for role

Mentoring
Demonstration/Intensive Site

Coaching
Rounding/Summer Training

Observation
Observation/Shadowing

Workshops
MITI/LILI/Next Steps

Traditional Instruction
Inservices/Conferences

Awareness
Website/Materials/Learning Lab

eLearning

eLearning
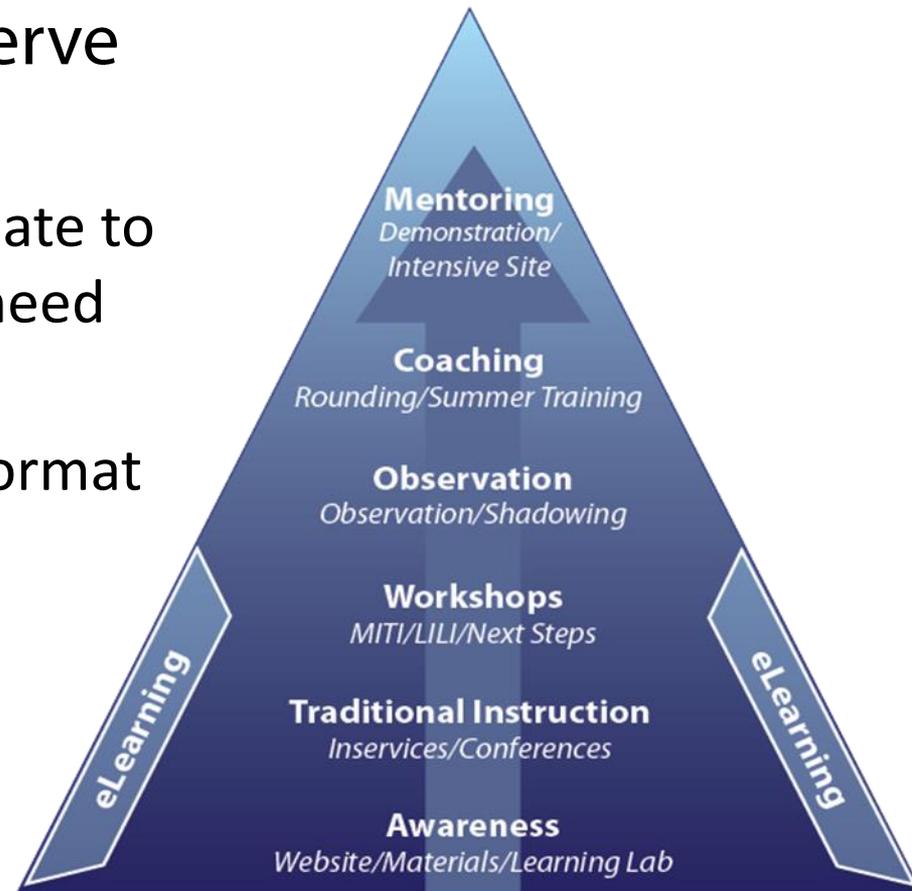
HANDS as a Resource

BREADTH OF RESOURCES AND TRAINING

Dissemination

- Regular eupdates and practical pointers
- Publications: manuals, toolkits
- Active website with reproducible activities and lessons

& Learning Connection

Web Modules & Activities

Available online at www.HANDSinAutism.org

Online & Onsite Trainings

Request a Live Training

Interactive Workshops Across the State

Virtual Awareness Fair

Webcasts, Podcasts & Archived Web conferences

Making Adults Dependable Employees

A work-study model for meaningful transition, job readiness, and employability training
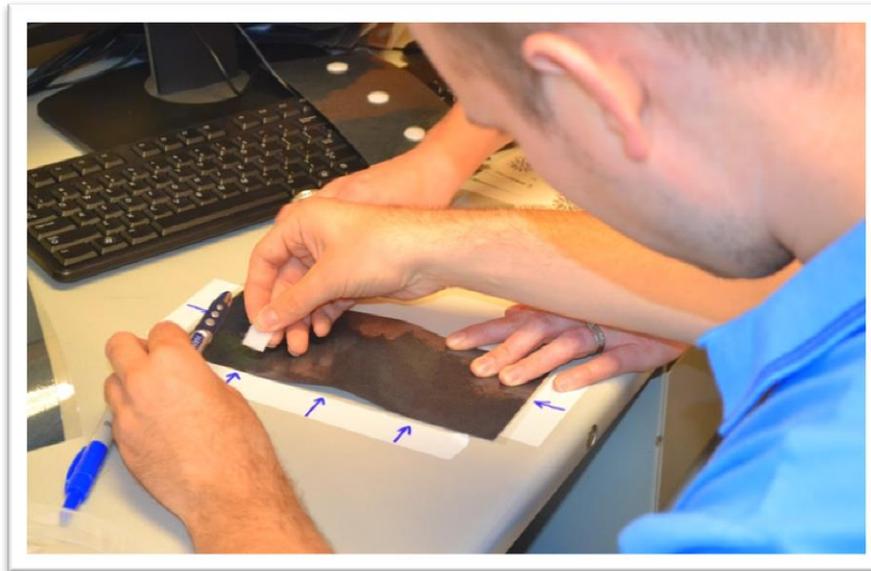
Also available:
- Parent/child dyads, individual programming across lifespan
- Live and web consultations

Supporting Local Areas

It takes a community to support the efforts...

Training to Fidelity of Implementation:

THE KEY TO BUILDING LOCAL CAPACITY AND SUSTAINABILITY

- "Education, both directly of children, and of parents and teachers, is currently the primary form of treatment in autism" (Lord and McGee, 2001).

- Schools with significant role in education and treatment of individuals with ASD necessitating use of EBPs that have proven to be effective and are accompanied by data-driven decision making to ensure/monitor student outcomes (IDEIA, 2004).

Key Challenges

- Imbalance exists between occurrence of special needs and the availability of professionals who are trained in comprehensive curriculums supporting implementation of evidence-based practices (EBPs).

- A number of EBPs have been identified (e.g., NAC, 2009; NPDC, 2008) but effective staff training has limited the fidelity of implementation or translating this research to practice.

- Professional development is often delivered in-house or through traditional didactic in-service trainings which are insufficient for effective understanding and implementation of the content (Bellini, Henry, & Pratt, 2011; Busby, Ingram, Bowron, Oliver, & Lyons, 2012).

- In addition, educators often use practices that are not evidence-based (Hess et al., 2008) or do not use EBPs with fidelity. This depletes PD funds without leading to satisfactory student outcomes and prevents students from receiving effective intervention (Hess et al., 2008; Morriere et al., 2010) while also increasing the potential for regression (Vaughn & Dammann, 2001).

Proposed Solutions

- Teachers and support staff need intensive, ongoing hands-on training, feedback, and coaching supported by building and district administrators and directors to effectively change practices and thus outcomes. (Grey et al., 2005; Joyce & Showers, 2002)
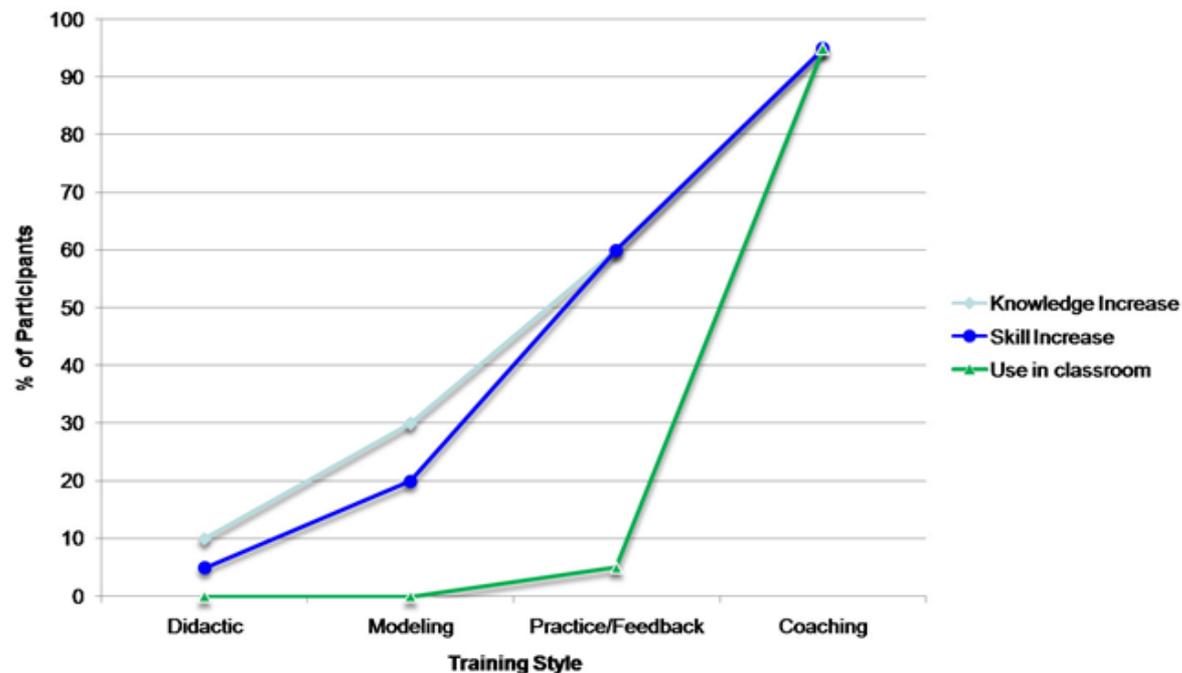
HANDS Solution: Intensive Trainings & Demonstrations

- Summer Training (since 2005)
- Demonstration Classrooms

Consideration of individualized needs and goals

- Shadow trainers, modeling, coaching, and feedback in a demonstration training classroom environment
- Primary topic from HOUSE taught each morning and afternoon through traditional instruction and large group activity
- Emphasis on hands-on application of EBPs with participating students during subsequent rotations
- Small group activities conducted in the classroom with students or in dynamic discussion, data practice, development of materials
- Curriculum content is readily adaptable, feasible, replicable, and easily maintained across settings and students

Extension of the Model: Demonstration Sites

- Developed to counteract the idea of the specialist model

- Work at systems level for change in developing demonstration site that serves as a learning hub for surrounding areas

- Intensive modeling, practice, feedback, coaching and mentoring across a couple of years to demonstrate practicality and transportability of strategies beyond center-based environment

- Represents the feasibility and process of changing community systems, implementing global changes and fostering local capacity and sustainable change in implementing EBPs with fidelity

Measuring Success

- Success of training based upon participant *and* student change

- Measure not only participant knowledge but also application, usability/feasibility, satisfaction, and **implementation**

Figure 1. Mean Assessment of Knowledge-Expanded (AoK-E)® Scores by Year
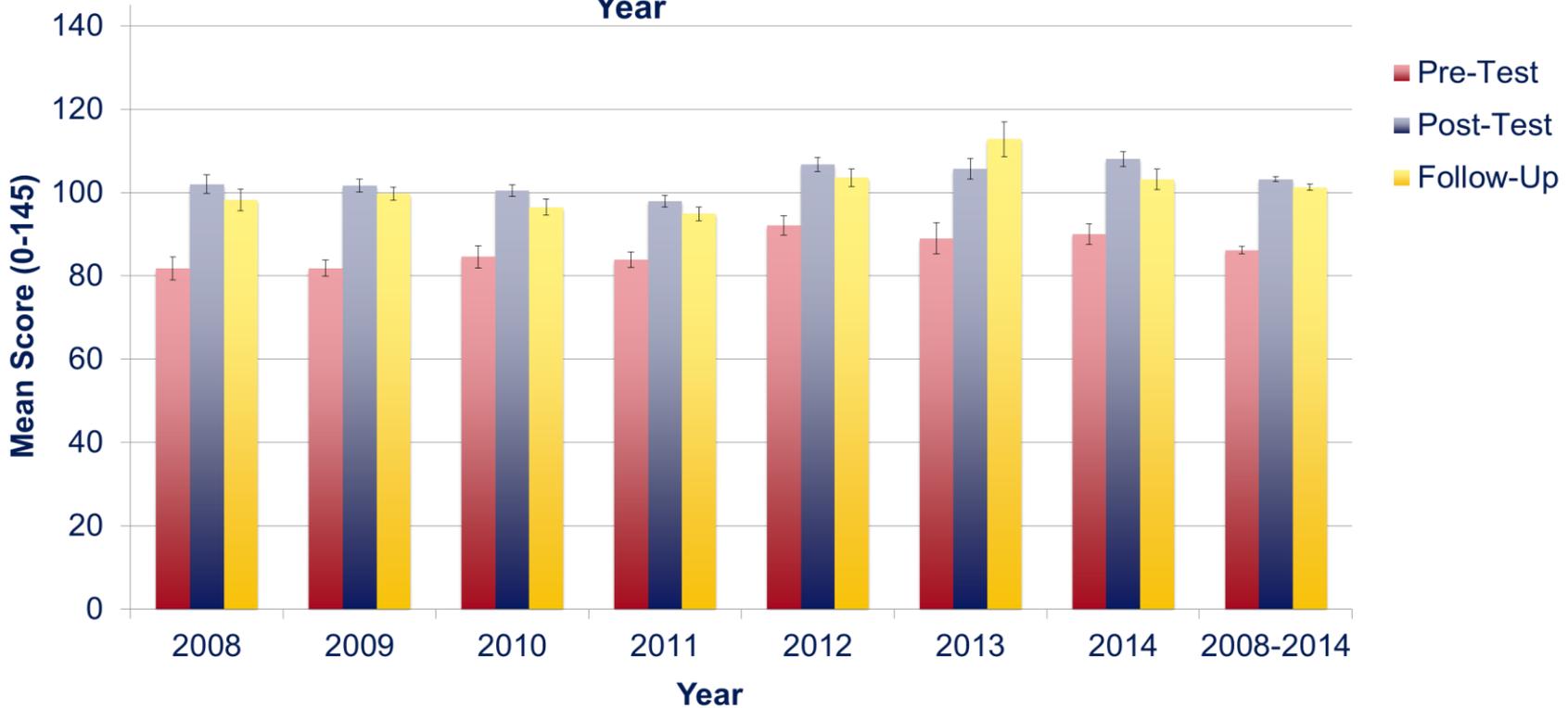
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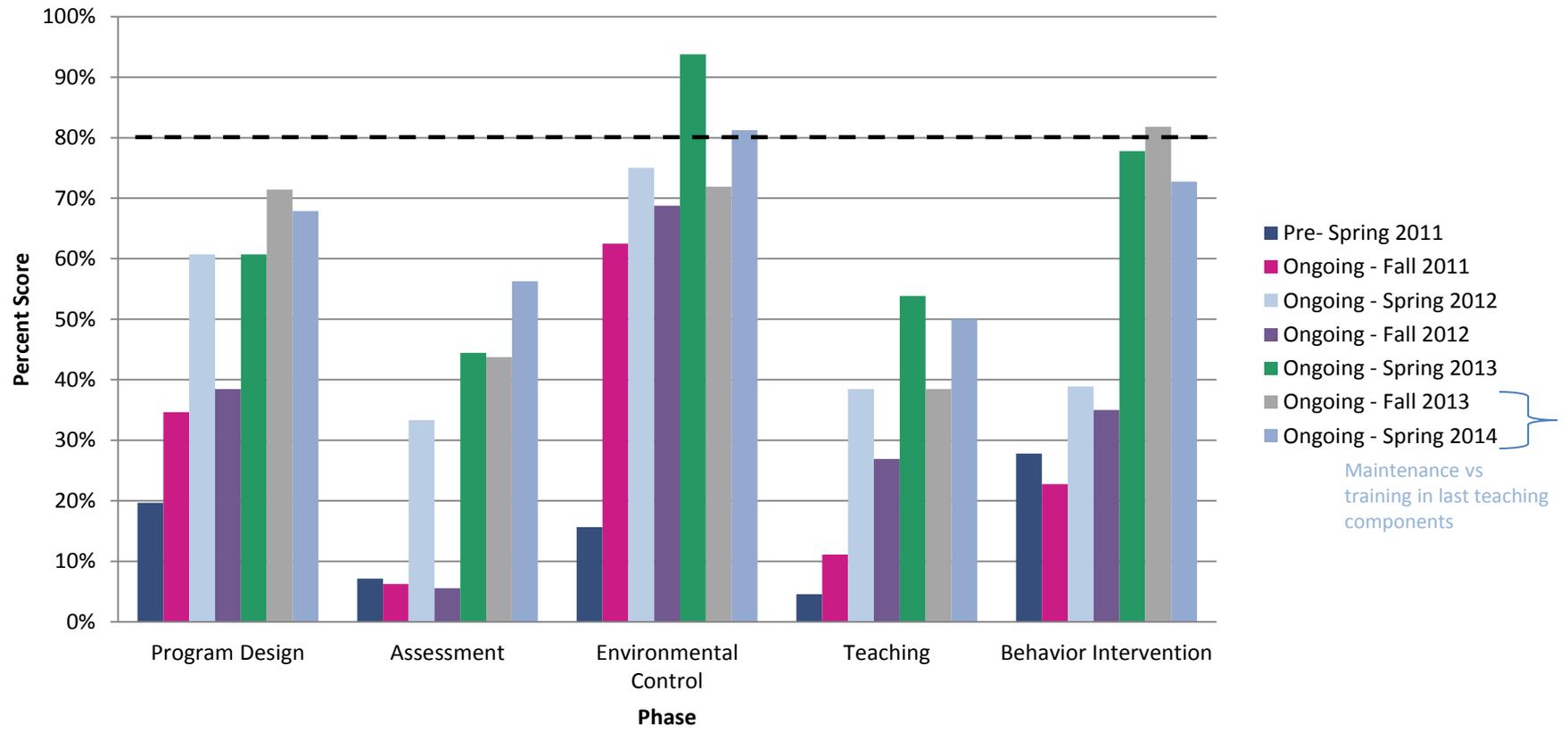
Satisfaction consistently high:

- "Loved the interaction and the ability to ask questions right away after observing in the lab."
- "The actual study of case participants and having the ability to watch and assess their work."
- "…being able to see our written goal worked out and [be] successful."

Though one week, student successes also common:

- Learning and generalizing money skills
- Toilet training
- Compliance training for prereadiness

Demo programming longer:

- Reintegration of child in residential facilities 7 years
- Parent adopting school strategies after child successfully maintained

Summary

- HANDS has shown successful implementation of a tiered system of training caregivers and serves as a resource to address the practical application needs across a range of consumers

- HANDS HOUSE Curriculum represents a comprehensive and standardized curriculum content and process delivered at a "dose" and extent appropriate for particular needs of caregivers

- Adopting a standard of training that will support educators to the level of implementation of EBPs with fidelity will translate into improved staff and student outcomes (e.g., improved scores, decreased suspensions/expulsions, increased LRE)

Questions?
Comments?

"The world as we created it is a process of our thinking. It cannot be changed without changing our thinking."

-Einstein

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