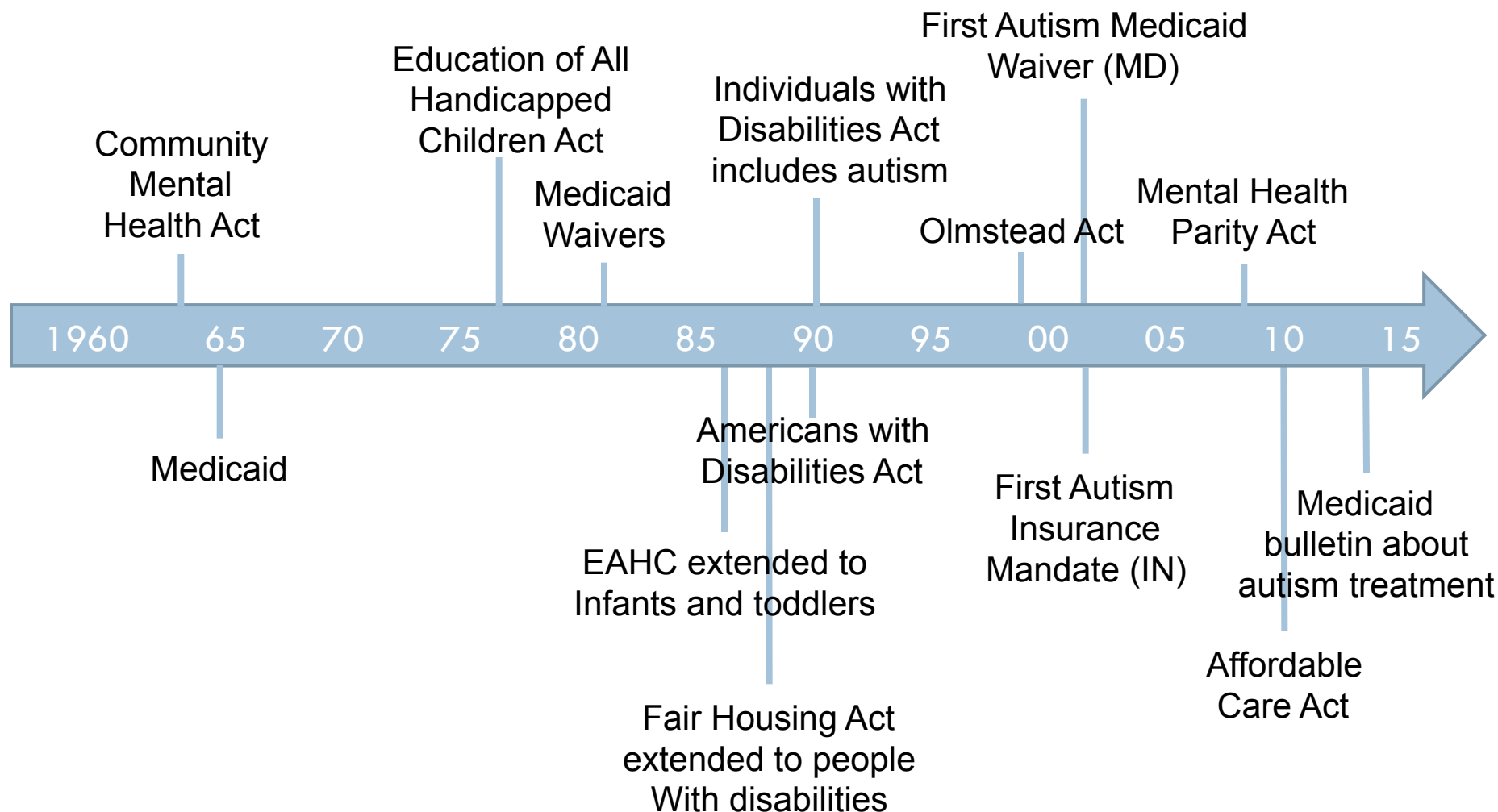


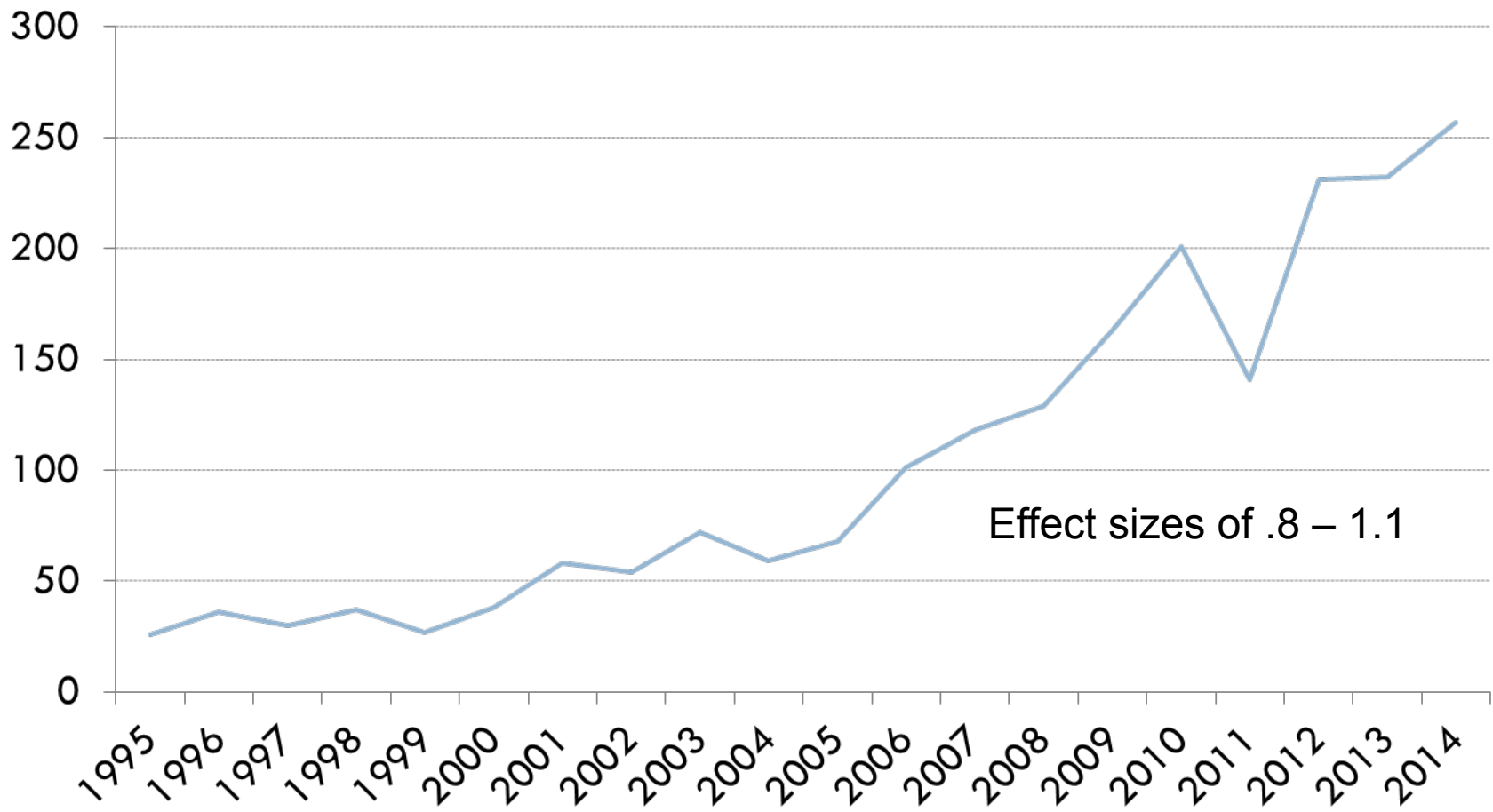
LESS POLICY MORE PRACTICE
or more practice-oriented policy
BUT ENOUGH WITH THE BIG SWEEPING POLICIES ALREADY
really.

David Mandell, ScD

Policies Affecting People with ASD

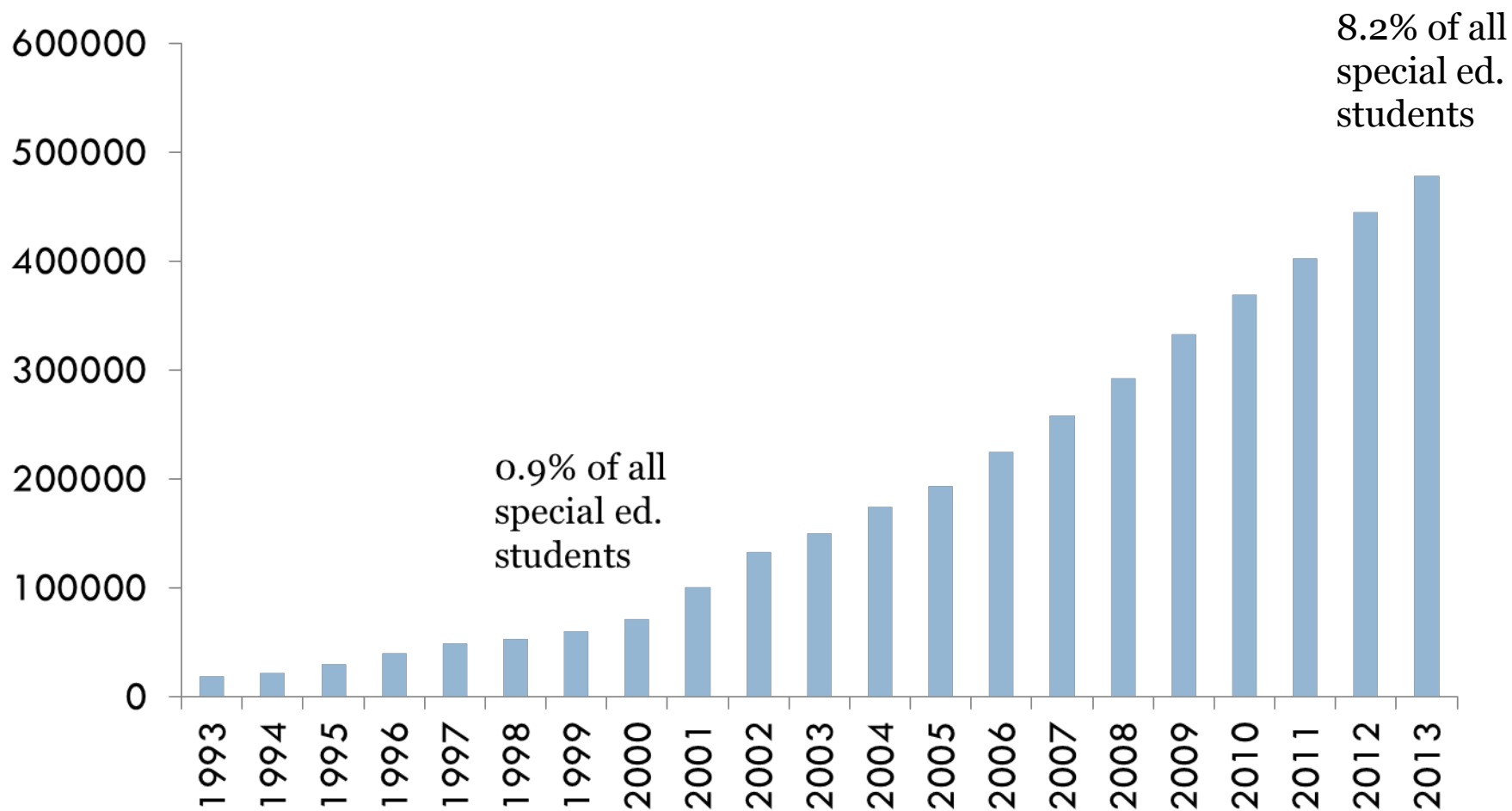


Number of ASD intervention studies by year (Medline)



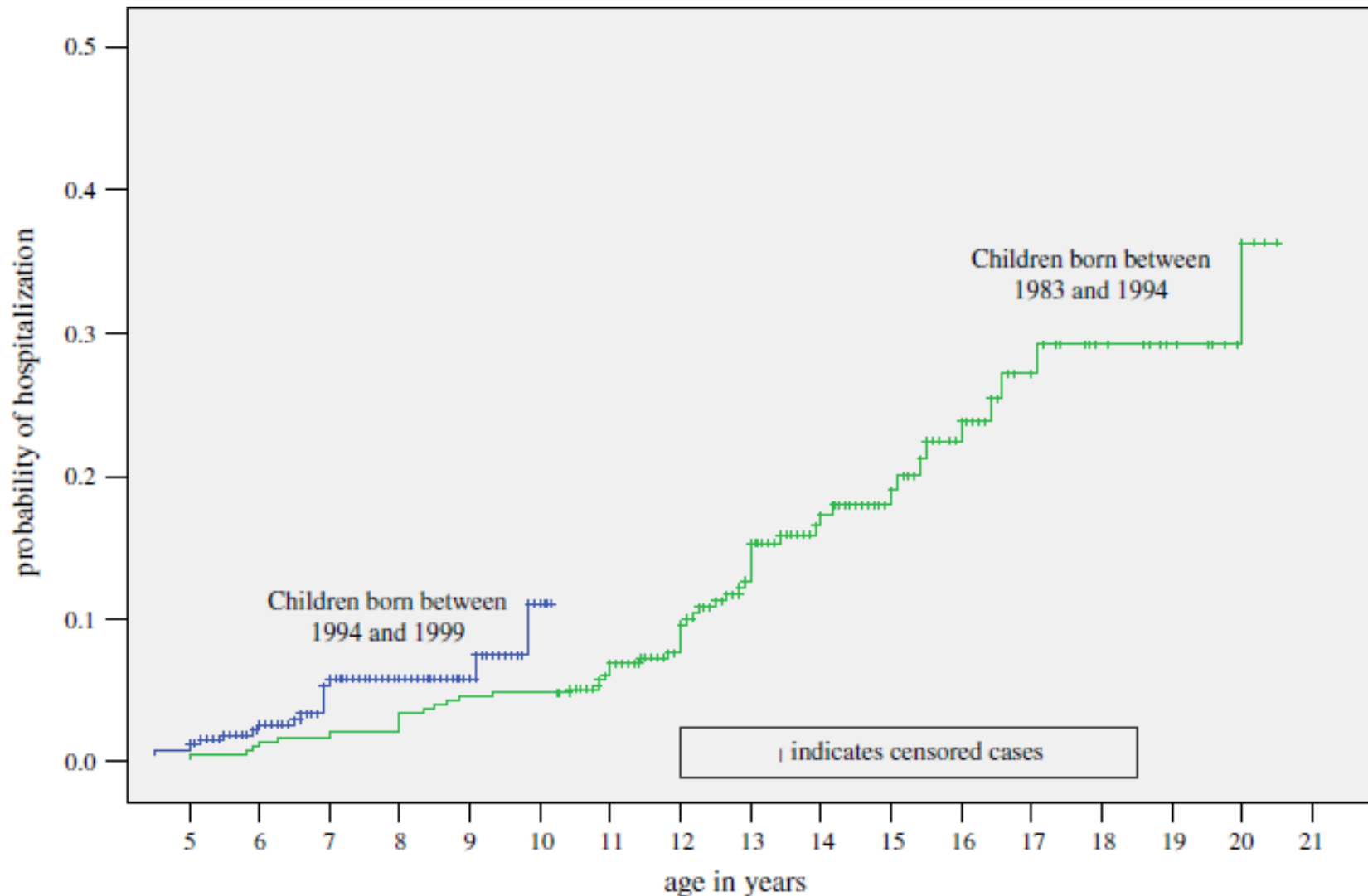
Weitlauf et al. Therapies for Children With Autism Spectrum Disorder:
Behavioral Interventions Update. Comparative Effectiveness Review No. 137. AHRQ.

Number of US children 6-21 served through the autism category of special education

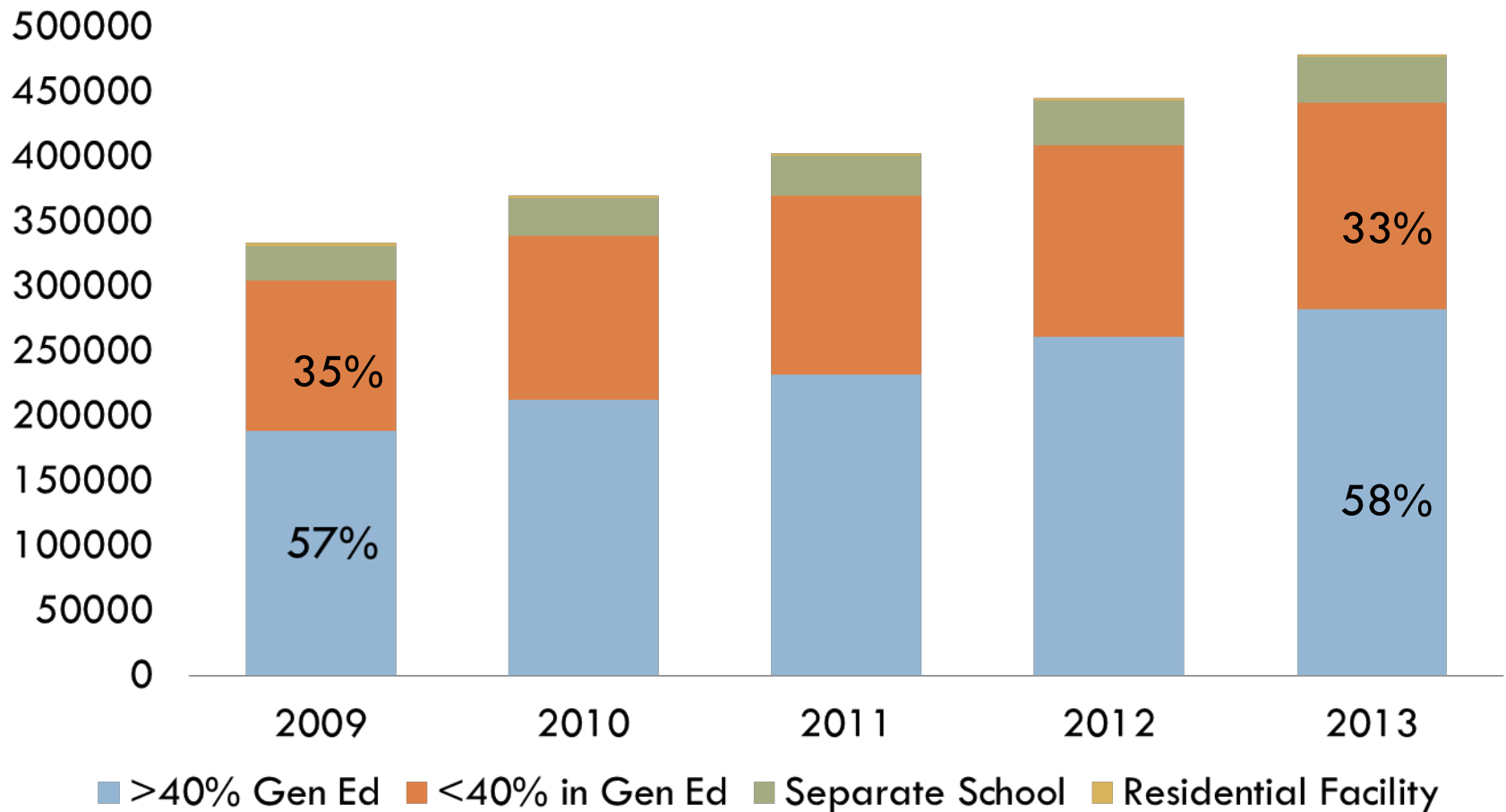


Risk of hospitalization among children with autism

Mandell (2008) J Autism Dev Disord; 38 1058-1065



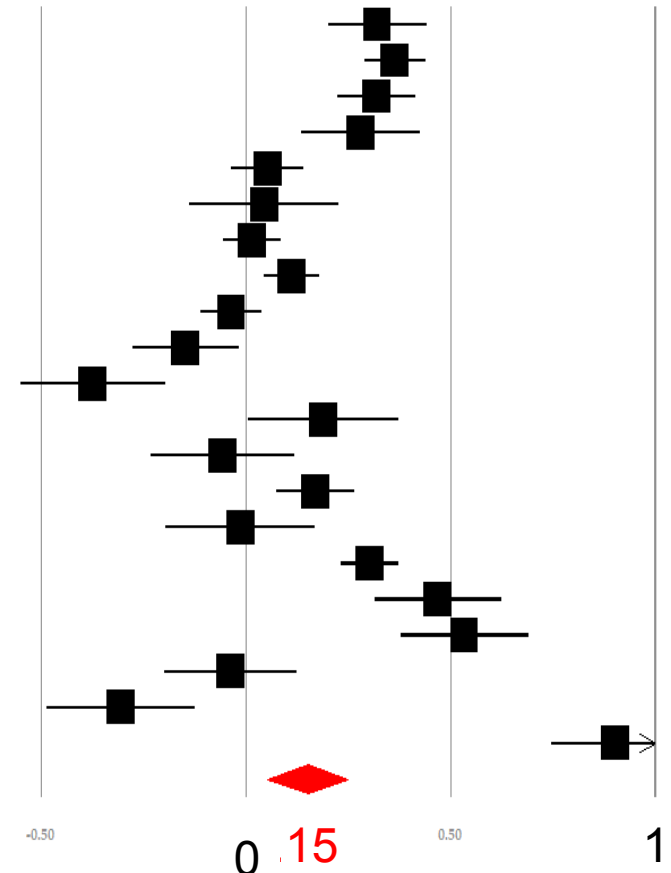
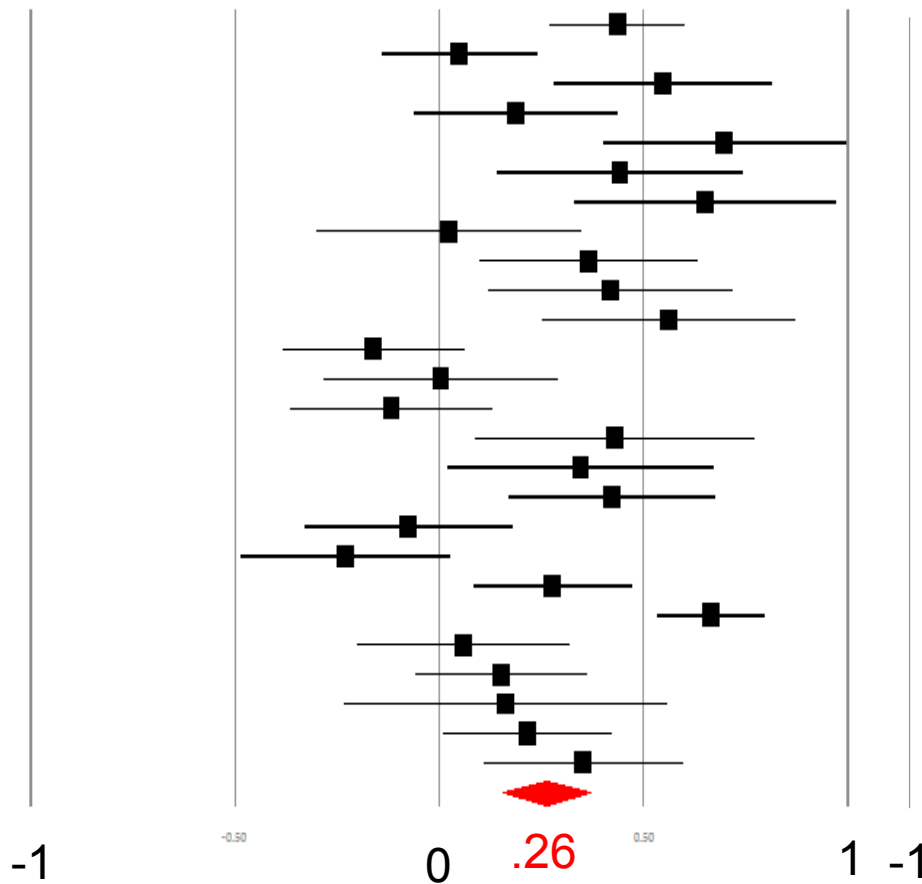
Students with ASD in Segregated Settings



Effects of Community intervention

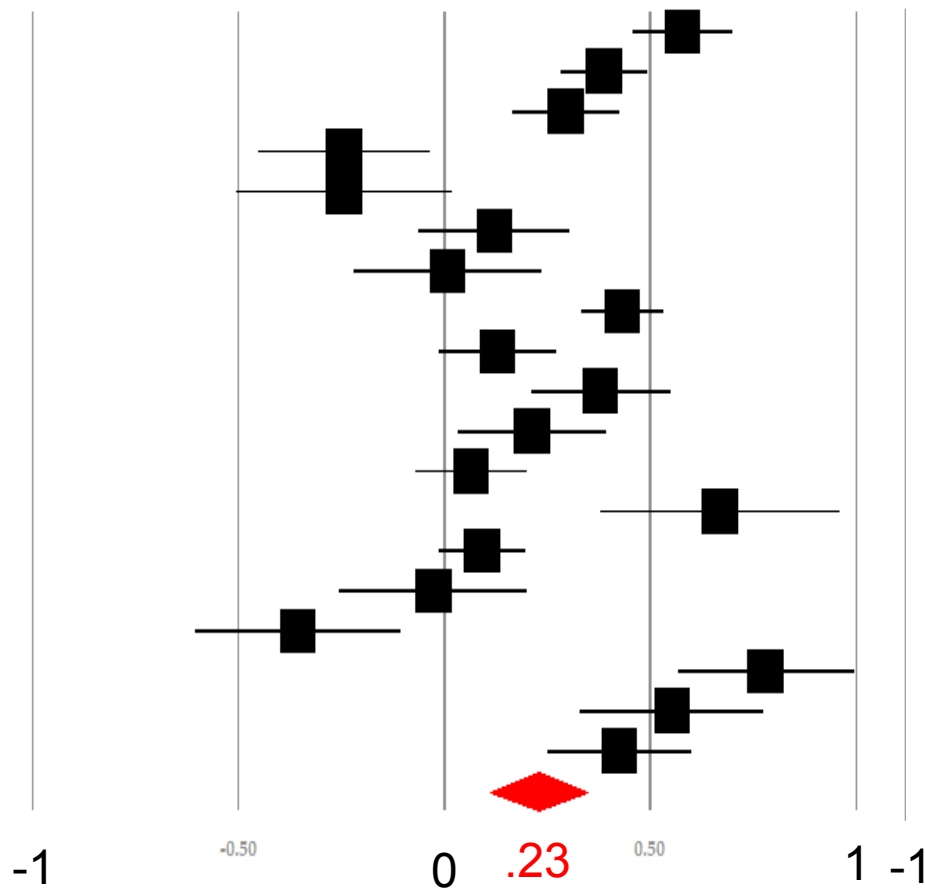
Cognition

Adaptive Behavior

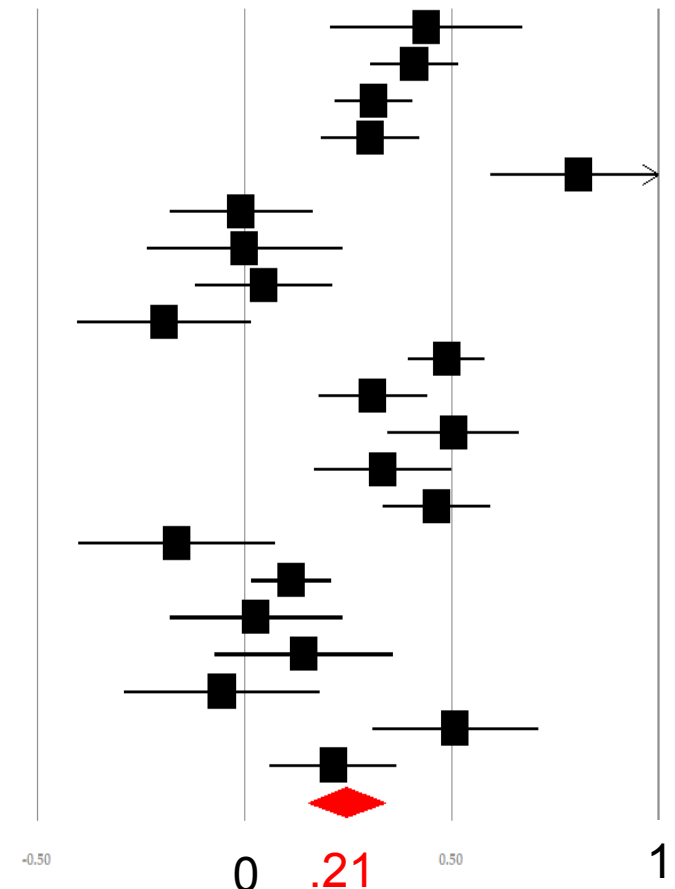


Effects of Community Intervention 2

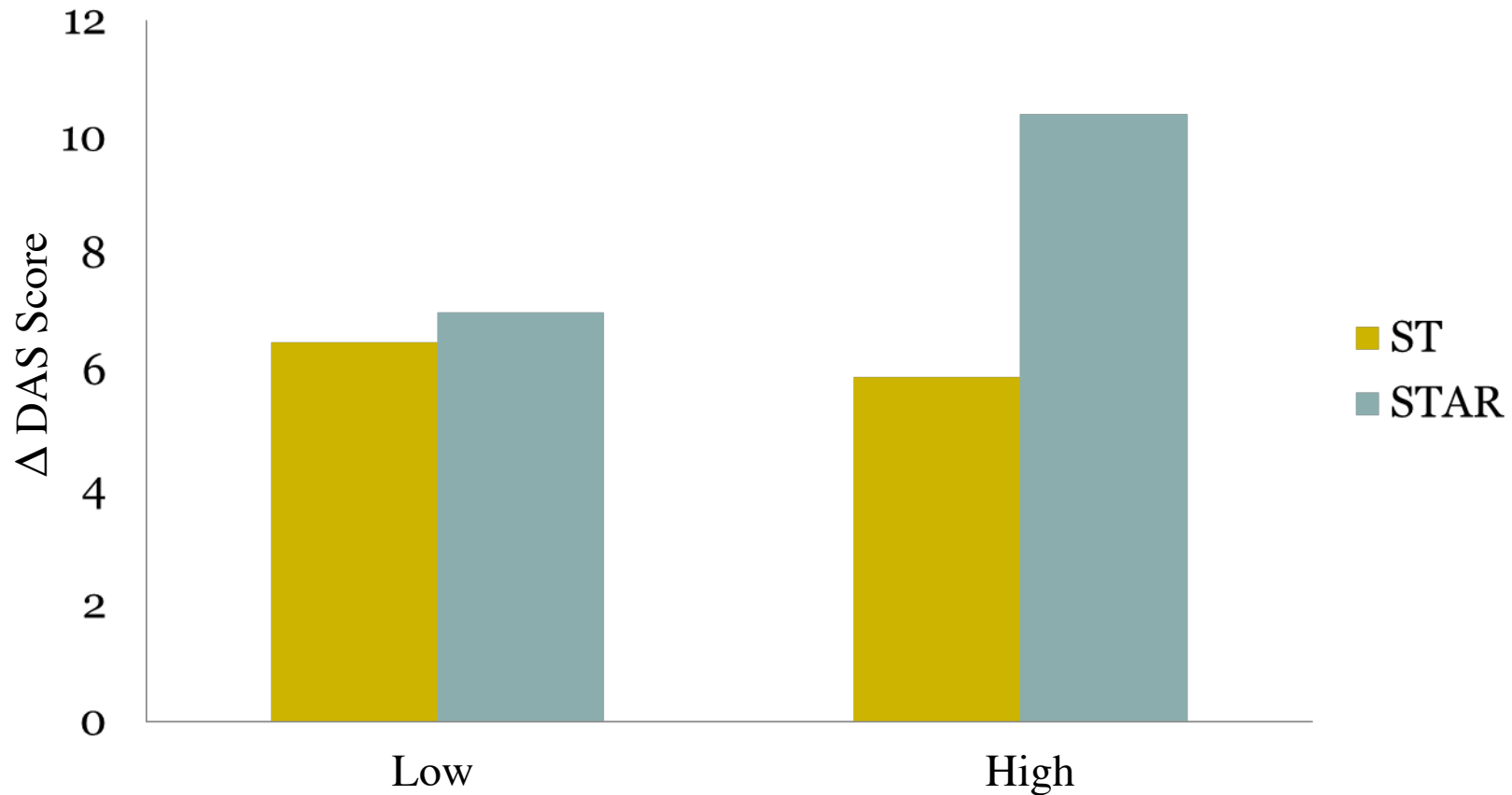
Social



Communication



Fidelity x Program Interaction in STAR trial

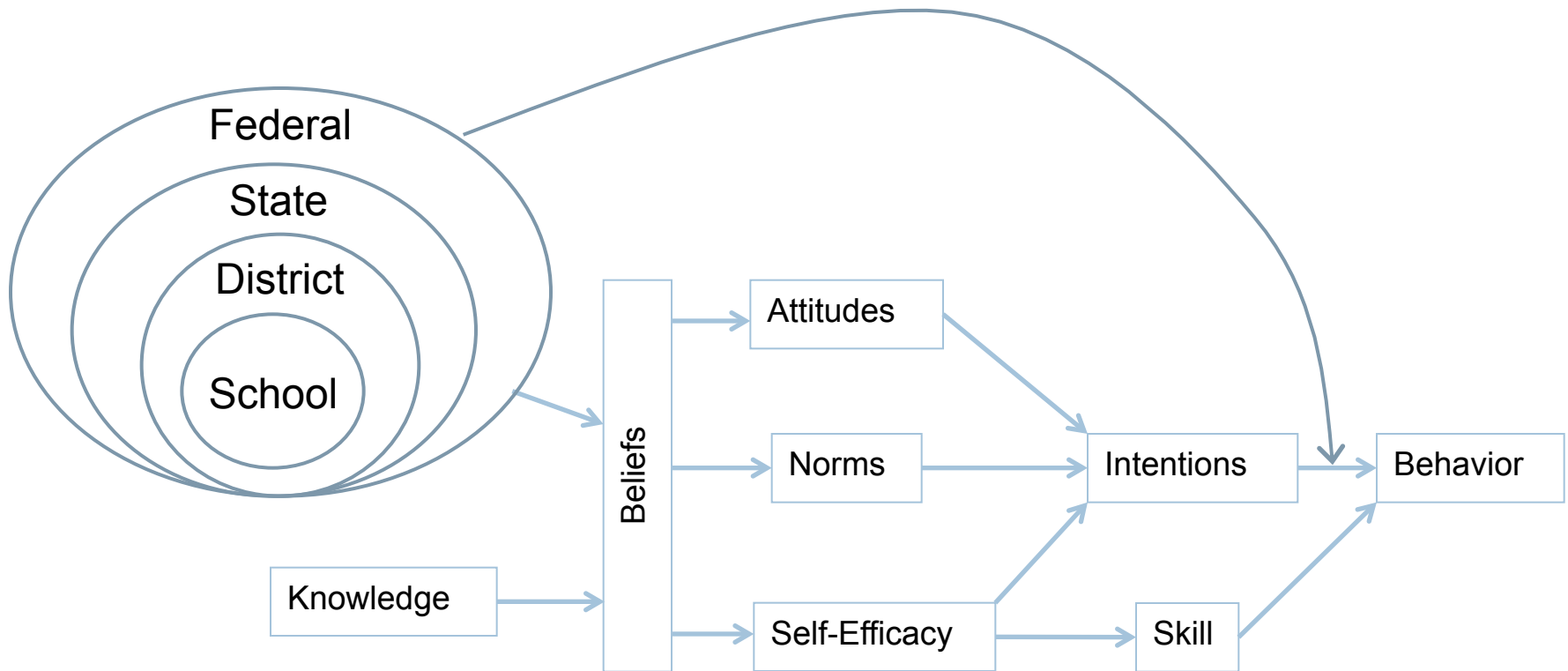


**Program
fidelity**

STAR 57%
(range 12-79%)

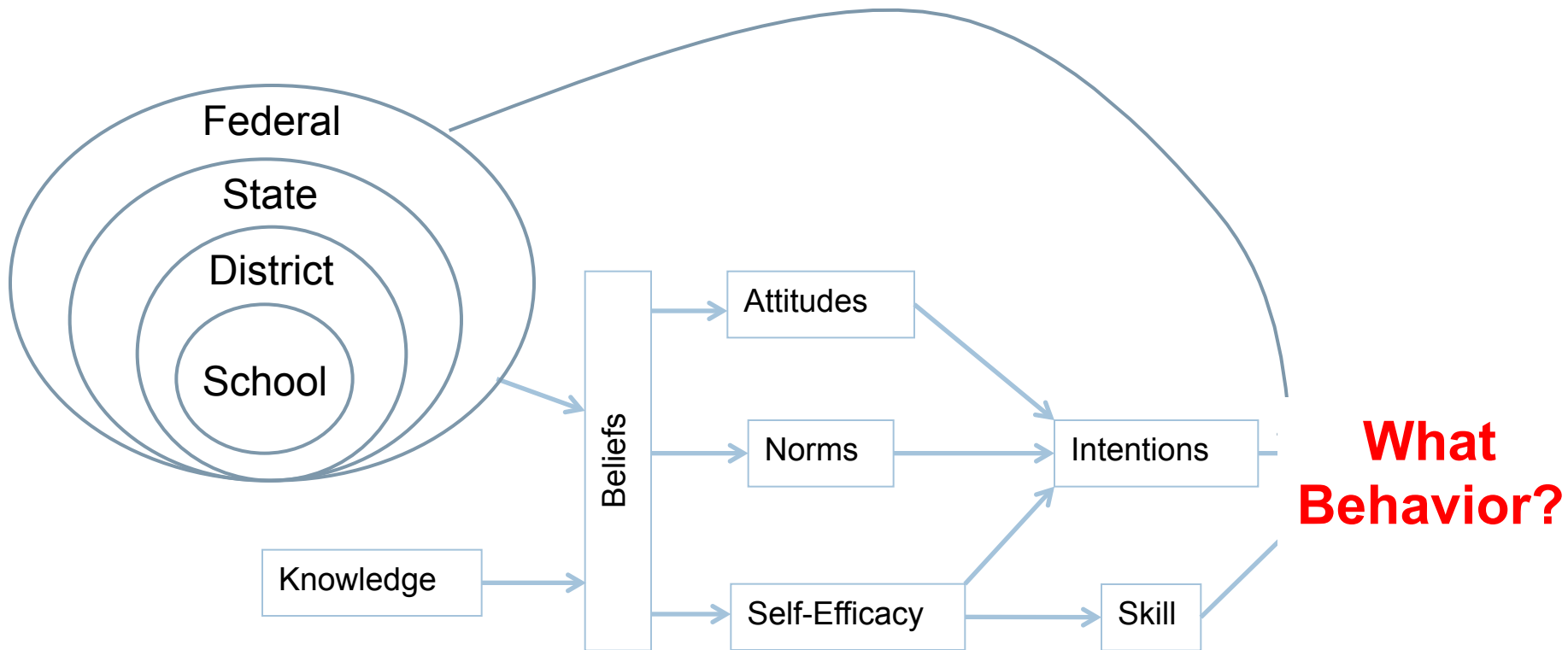
ST 48%
(range 17-71%)

Theory of Reasoned Action



Adapted from Azjen (1986, 1991) and Williams and Glisson, 2013)

Theory of Reasoned Action



Adapted from Azjen (1986, 1991) and Williams and Glisson, 2013)

Visual schedules

Jesus's STAR Goals

- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Propositions Level 3
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room

Rymyan's STAR Goals

- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate
- Lesson 1: Actions Level 2: Anticipate

Matthew's STAR Goals

- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending

Yan's STAR Goals

- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement
- Lesson 1: Locating and Movement

Affry's STAR Goals

- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending

Chris's STAR Goals

- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2
- Lesson 1: Exploring Level 2

Jerry's STAR Goals

- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending
- Lesson 2: Attending

Michael's STAR Goals

- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room
- Lesson 1: Functions of Level 3: Agents? One room

Positive reinforcement



Data collection

EXAMPLE

Daily Data Sheet for Discrete Trial Training

Student name: Yan Vazquez Lesson: _____

Coding: + = correct response
0 = incorrect response or no response, corrected with a prompt
- = incorrect response or no response, not corrected with a prompt

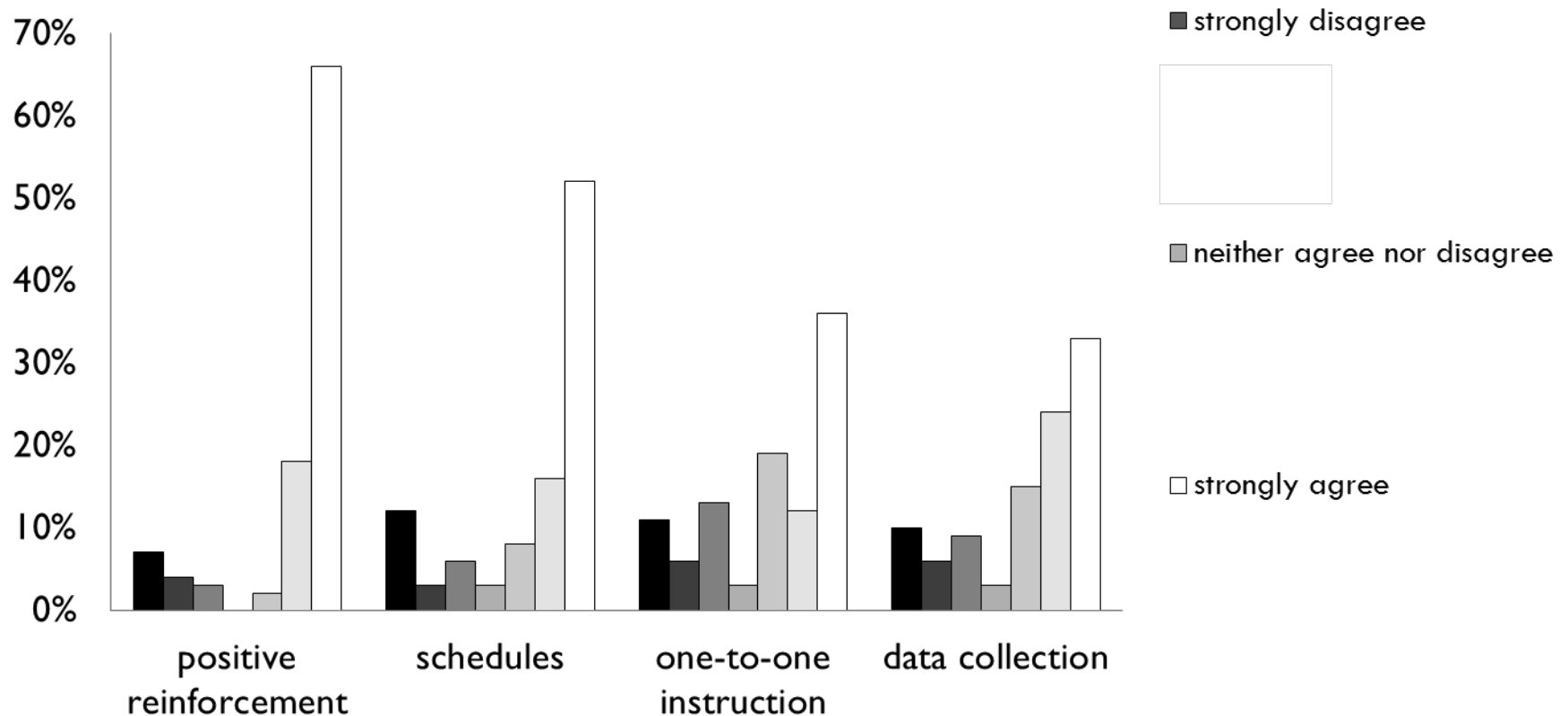
Date	Task or prompt	1	2	3	4	5	6	7	8	9	10	Comments
Day 1	Sandwich (y)	+	+	+								D-distractor
	sandwich w/ D	+	+	+								
	donut (y)	+	+	+								
	donut w/ D	+	+	+								
Day 2	sandwich (x) rel	+	+	+								RR-random rotation
	donut (y)	+	+	+								
	Sandwich rel 2	+	+	+								
	donut	+	+	+								
Day 3	candy (z)	+	+	+								RR-random rotation
	candy w/ D	+	+	+								
	candy (z)	+	+	+								
	old set donut	+	+	+								
Day 4	chips (z)	+	+	+								RR-random rotation
	chips w/ D	+	+	+								
	chips (z)	+	+	+								
	old set	+	+	+								

Programming notes: _____

One-to-one(?) intervention each day



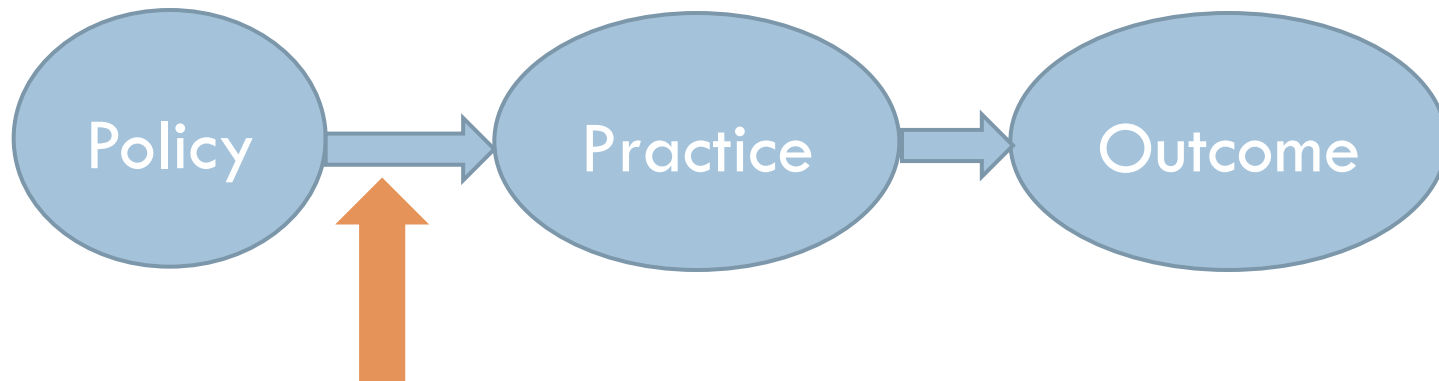
Teacher's intentions to use these practices



What We Do



What We Want



- Is the desired behavior/strategy clear?
- Are the resources in place?
- Is the behavior intrinsically reinforcing?
- If not, what incentives will be put in place, and for whom?
- What is the implementation strategy?
- What is the strategy for sustaining?



Thank You

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