

Training Texas Special Educators in ABA via Distance PBL

Lee Mason & Alonzo Andrews
University of Texas at San Antonio

Everything is bigger in Texas...

- 54,098 Texas students receiving special education program under autism eligibility
 - Texas Education Agency, 2017
- 130,316 Texans with autism below 22 years of age
 - Texas Council on Autism and Pervasive Developmental Disorders, 2014
- 5.1 million total student population
 - Texas Tribune, 2015
- 1,227 school districts, including 202 charter schools
 - Texas Tribune, 2015
- 78.2% of districts have less than 3000 students, 67% have less than 1600 students, and 55.1% have less than 1000 students
 - Texas Tribune, 2015

ABA for Autism

Associations and Organizations:

- American Academy of Pediatrics (AAP)
 - Council on Children with Disabilities
- Association for Science in Autism Treatment (ASAT)
- Autism Speaks
- Behavior Analyst Certification Board
- National Autism Center (NAC)
- National Professional Development Center (NPDC)
 - on Autism Spectrum Disorders
- National Research Council (NRC)
- New York State Department of Health
- U.S. Surgeon General

Individual Studies:

- Barbaresi et al. (2006)
- Doehring et al. (2014)
- Eldevik et al. (2010)
- Heyvaert et al. (2012)
- Lilienfeld (2005)
- Ma (2009)
- Makrygianni & Reed (2010)
- Myers & Johnson (2007)
- Reichow (2012)
- Simpson (2005)
- Sturmey (2002)
- Virues-Ortega (2010)
- Wong et al. (2015)

Texas Higher Education Coordinating Board

- Autism Grant Program:
 - Board-certified Behavior Analyst Training for teachers/paraprofessionals
 - Teachers/paraprofessionals can be in public or private institutions, teaching grades pre-Kindergarten through 12th grade
- UTSA's award aims to:
 - Train 960 teachers/paraprofessionals in evidence-based ABA techniques and meet the requirements for the 40-hr RBT training as specified by the BACB
 - Impact approximately 5094 students with ASD through teacher/paraeducator professional development

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Registered Behavior Technician (RBT) Training

5-week Course Outline:

1. Week 1
 - a. Live two-hour webinar - Orientation to the program; Professional Disciplinary and Ethical Standards; RBT Pre-Test
 - b. Online video modules (8 hours) - Measurement and Assessment
2. Week 2
 - a. Live two-hour webinar - Debriefing, Application, and Discussion
 - b. Online video modules (8 hours) - Skill Acquisition
3. Week 3
 - a. Live two-hour webinar - Debriefing, Application, and Discussion
 - b. Online video modules (8 hours) - Skill Acquisition (cont'd); Behavior Reduction
4. Week 4
 - a. Live two-hour webinar - Debriefing, Application, and Discussion
 - b. Online video modules (8 hours) - Documentation and Reporting; Professional Conduct and Scope of Practice
5. Week 5
 - a. Live two-hour webinar - Debriefing, Application, and Discussion; RBT Post-Test

Zoom: 2-hr synchronous meetings

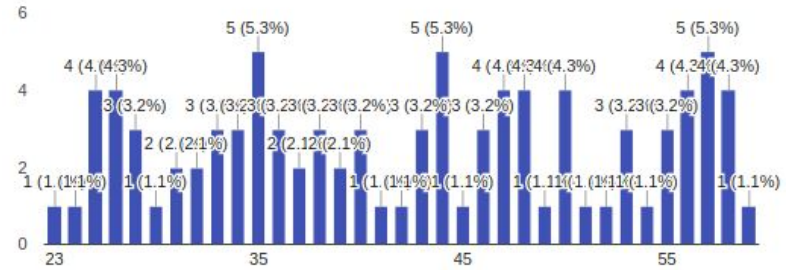
- Project-Based Learning
 - Multi-point videoconferencing within a hub-and-spoke model for developing networks of experts to create virtual clinics and provide interdisciplinary solutions
 - Group-coaching format:
 - Guided discussion regarding the week's content, presentation by educators, feedback given to the group as a whole based on the educator examples, and time for question and answer
- Virtual Professional Learning Communities
 - teachers/paraprofessionals work collaboratively in recurring cycles of collective inquiry and data-based decision making to achieve better results for the students with autism that they serve
 - "purposeful conversation around content in context" (Hoadley & Kilner, 2005)
 - continuous professional development for educators (DuFour & Eaker, 1998)

Relias Learning: 8-hr asynchronous modules

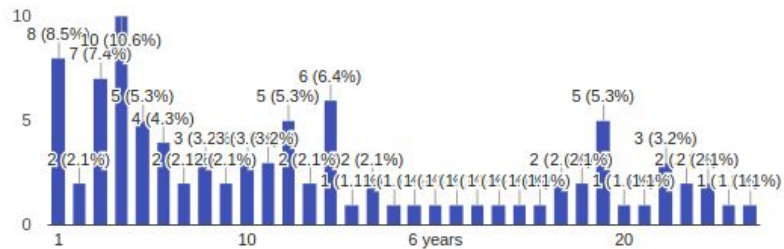
Weekly Topic	Task List Items Covered	Agenda for Synchronous Meetings
Week 1: Measurement	B-01; C-01; D-01; D-02; D-04; D-05; E-01; E-02; E-03; E-04; E-05; F-05	-Welcome/Program Orientation -Participant Introductions -Overview of RBT Task List -Pre-Test -DBDR Assignment
Week 2: Assessment	A-01; A-02; A-03; A-04; A-05; B-02; B-03; D-01; D-02; C-02; C-04; C-07; C-08; C-09; C-10; E-04	-Module Content Review -Teacher/Paraprofessional Case Presentations -BCBA Facilitated Discussion -DBDR Assignment
Week 3: Skill Acquisition	B-04; C-04; C-05; C-07; C-08; C-09; C-10; D-01; D-02; D-03; D-04; D-05; D-06; E-04; F-05	-Module Content Review -Teacher/Paraprofessional Case Presentations -BCBA Facilitated Discussion -DBDR Assignment
Week 4: Behavior Reduction; Documentation and Reporting	C-01; C-02; C-03; C-04; C-05; C-06; C-11; E-01; E-02; E-03; E-04; E-05	-Module Content Review -Teacher/Paraprofessional Case Presentations -BCBA Facilitated Discussion -DBDR Assignment
Week 5: Professional Conduct and Scope of Practice	A-01; A-02; A-03; A-04; A-05; B-03; C-01; C-02; C-03; C-04; C-05; C-12; C-12; F-01; F-02; F-03; F-04; F-05	-Module Content Review -Teacher/Paraprofessional Case Presentations -BCBA Facilitated Discussion -Post-Test -Course Evaluation

Participant Demographics

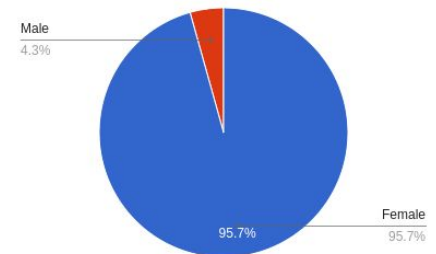
Age:



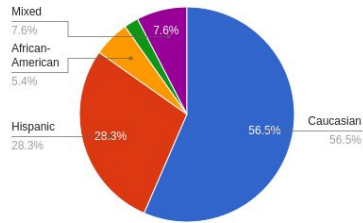
Number of Years in the Field:



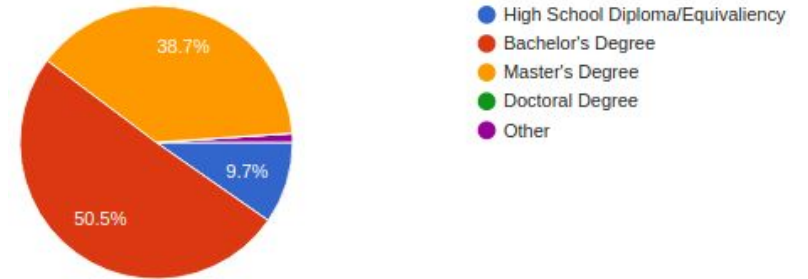
Gender:



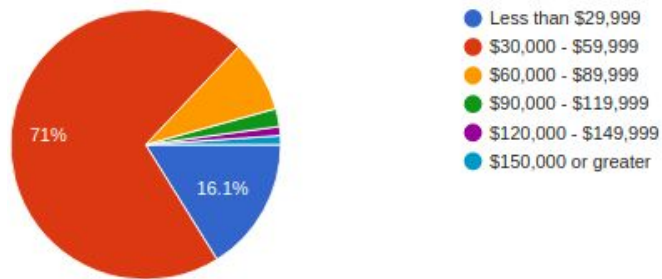
Ethnicity:



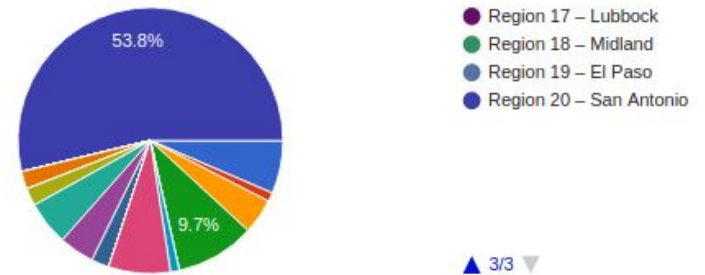
Highest Education Completed:



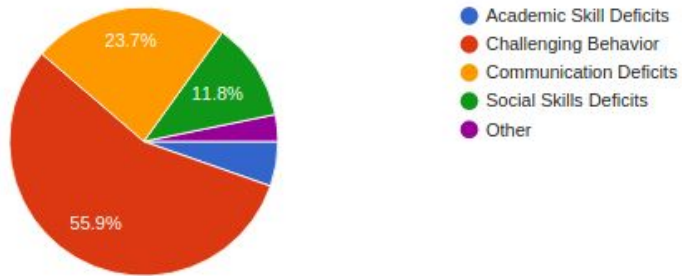
Annual Income:



Regional Education Service Center



Challenges to teaching student(s) with autism:



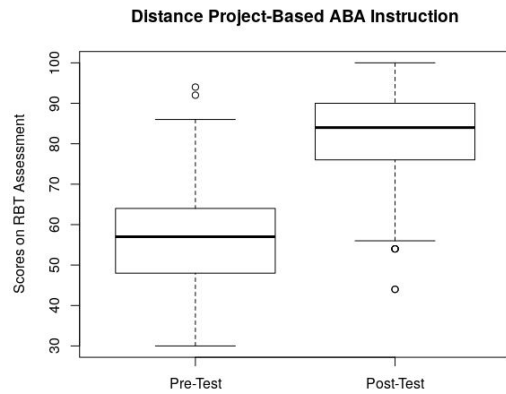
Results

Results (as of Feb 14, 2017):

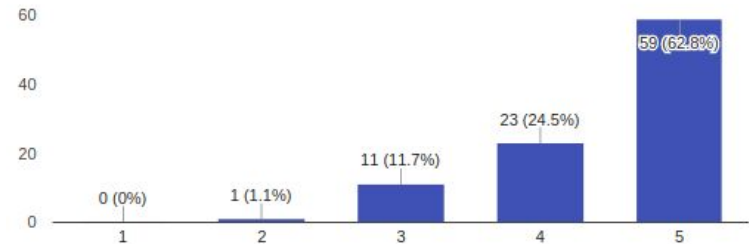
- 221 Teachers/Paraprofessionals trained to date
 - 574 recruited
 - 240 enrolled (three cohorts of 80)
- 193 completed both pre- and post-tests
 - 170 unique post-test attempts
- 94 returned course assessment survey

Pre/Post Test:

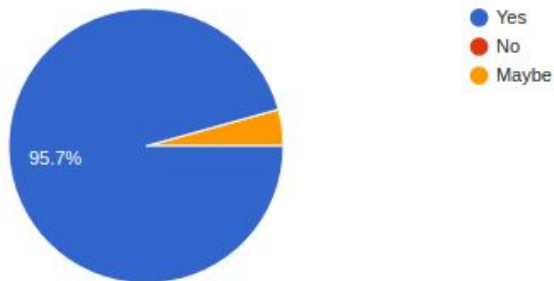
T-test	ANOVA
Pre: M=56.82, SD=13.01	
Post: M=84.00, SD=11.42	F(1, 430) = 467.4, p < .001
t(169) = 18.897, p < .001	



How well did this program prepare you to teach students with autism?



Would you recommend this training?



Contact:

- lee.mason@utsa.edu
- alonzo.andrews@utsa.edu