

Interagency Coordinating Council (ICC) on Early Intervention Meeting

April 21, 2023



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active



This meeting is being recorded

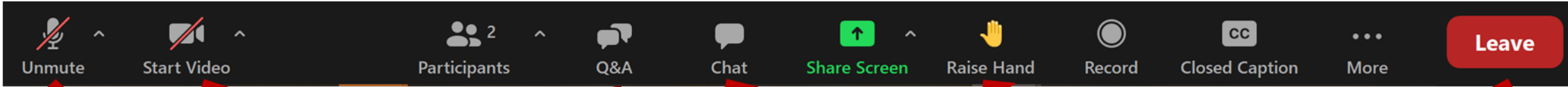


Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>



Submit written comments via email to: earlystart@dds.ca.gov

Zoom Tips



Unmute Start Video Participants Q&A Chat Share Screen Raise Hand Record Closed Caption More Leave

Unmute mic only when it's your turn to speak

Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

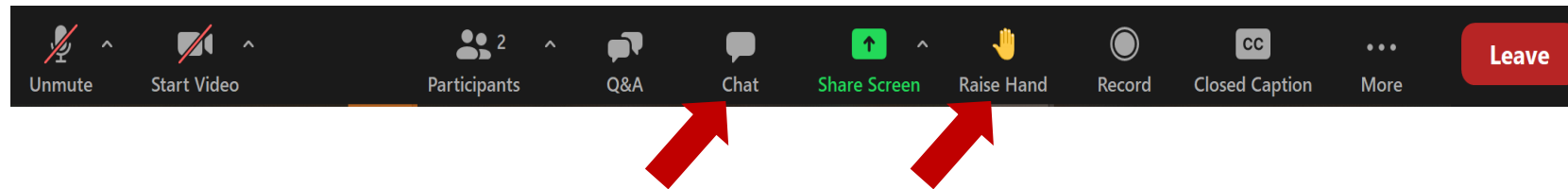
Leave the webinar at the end of the meeting



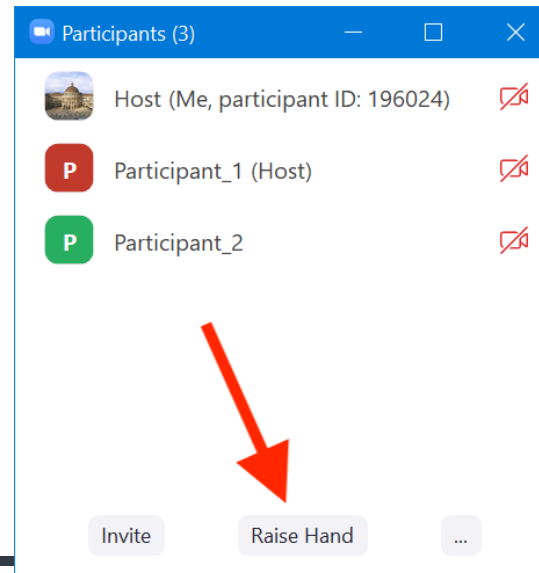
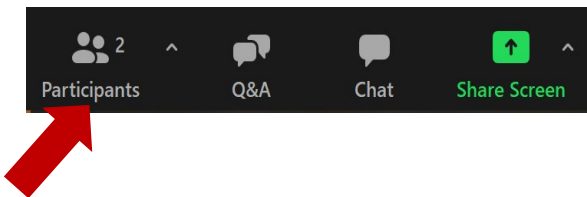
- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Providing Comments - Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”



Agenda

- I. Opening: Welcome and Roll Call
- II. Review ICC Mission and Purpose
- III. ICC Council Reports
- IV. Presentation: Naturalistic Behavior Interventions- Aubyn Stahmer

Lunch

- V. Committee Reports
- VI. Video
- VII. Public Input
- VIII. Recap and Closing Remarks

ICC MISSION AND PURPOSE

To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration.



ICC Council Reports

Presentation: Naturalistic Behavior Interventions

Aubyn Stahmer



Evidence-Based Early Autism Intervention for Part C Programs

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Today's Plan



Example NDBI

- ESDM
- Project ImPACT

Introduction to Naturalistic Developmental Behavioral Interventions (NDBI)

Best Practice in Early Intervention




Challenge: What is A B A?

ABA



Discrete
Trial
Teaching

Applied Behavior Analysis

- The use of behavioral principles to produce *socially significant* improvements in an individual
 - A research design, not a treatment
 - Interventions developed from ABA have been effective in teaching people with and without autism
- 

Challenge: What is ABA?



Using all the evidence

Behavioral



Developmental



Developmental Science Framework



Infants and toddlers are experiential, hands-on learners

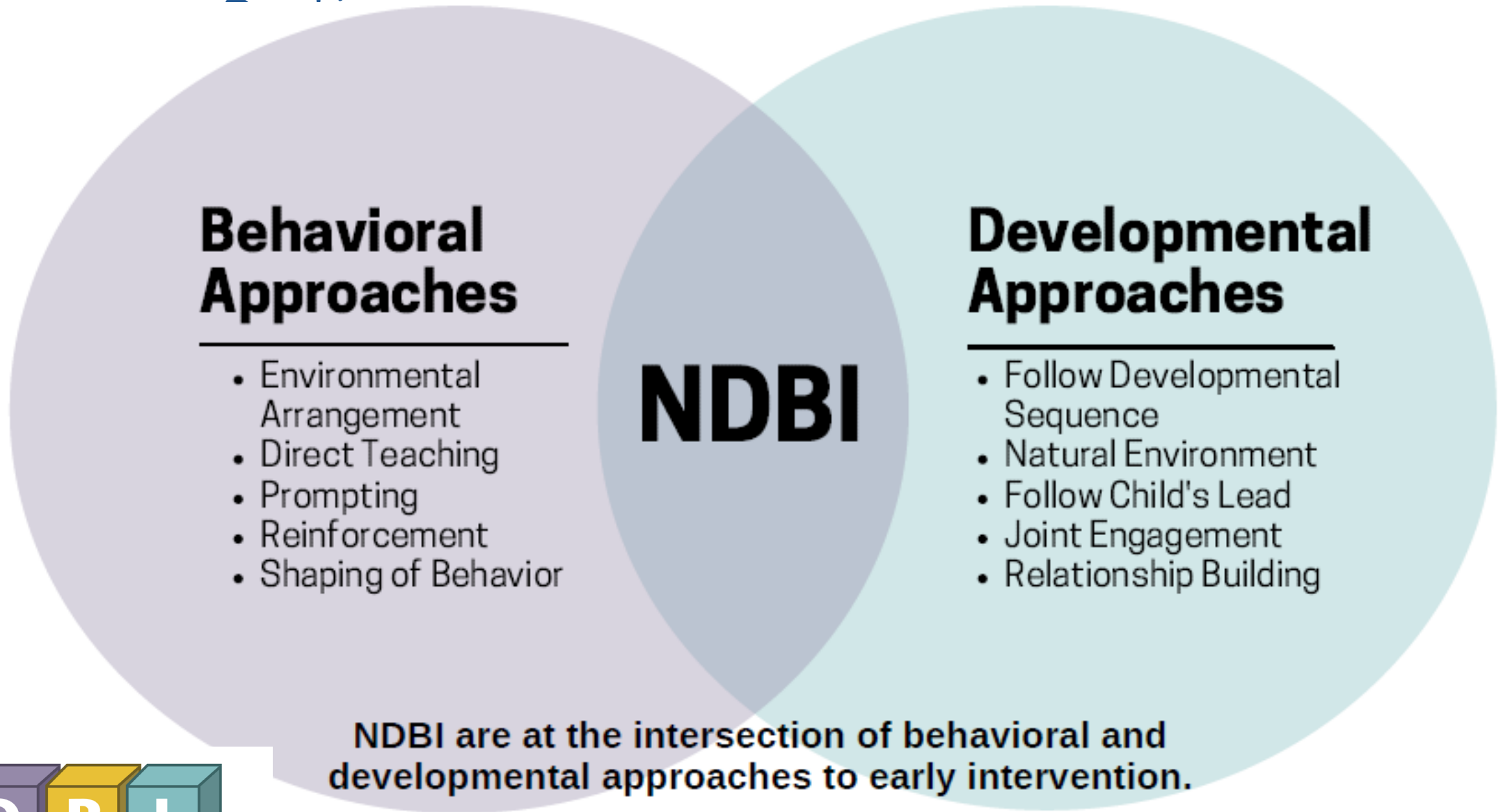
Relationships with adults have significant influence on learning through imitation

Everyday life routines are important

Learn from visual, auditory, touch and feel information



Skills just beyond mastered repertoire is ideal to challenge child's interest in learning



Behavioral Approaches

- Environmental Arrangement
- Direct Teaching
- Prompting
- Reinforcement
- Shaping of Behavior

Developmental Approaches

- Follow Developmental Sequence
- Natural Environment
- Follow Child's Lead
- Joint Engagement
- Relationship Building

NDBI

NDBI are at the intersection of behavioral and developmental approaches to early intervention.



Naturalistic Developmental Behavioral Intervention

Common NDBI Strategies

- Child initiated teaching episodes
- Environmental arrangement
- Natural reinforcement
- Prompting in context
- Shared control (choices, balanced turns, reciprocal interactions)
- Modeling
- Adult imitation of child's language, play, or body movements



NDBI in Early Intervention

Effective in Multiple Contexts

Child Characteristics

- Autism
- High likelihood of autism
- Social communication goals

Parent coaching

Home or Center based

Cross disciplinary care



Amer. Academy of Pediatrics (2015) for children <3

- Begin as early as possible
- Active involvement of families/caregivers
- **Combination of developmental and behavioral approaches**
 - Address social communication delays & developmental issues

Project AIM (2020)

- **NDBI have emerged as the intervention type most supported by evidence from RCTs**
 - Social communication, language, play skills





- Better generalization & maintenance
- More spontaneous, social-communication skills
- Increased understanding of skills
- Increased motivation & reduced problem behaviors
- More acceptable to parents
- Leads to more positive family interactions

NDBI and Neurodiversity Schuck et al., 2022

- Neurodiversity advocates propose intervention that is:
 - Provided in a respectful manner
 - Focused on teaching useful skills
 - Improves quality of life
- Co-construction and agency in the intervention experience
 - Children as active participants
 - Child preferences and sustained motivation as core components
 - Functional goals that improve quality of life
- Strong parent partnerships
 - Cultural adaptation of intervention and goals
 - Parent coaching and empowerment

Journal of Autism and Developmental Disorders (2022) 52:4625–4645
<https://doi.org/10.1007/s10803-021-05316-x>

COMMENTARY



Neurodiversity and Autism Intervention: Reconciling Perspectives Through a Naturalistic Developmental Behavioral Intervention Framework

Rachel K. Schuck¹ · Daina M. Tagavi¹ · Kaitlynn M. P. Baiden¹ · Patrick Dwyer^{2,3} · Zachary J. Williams^{4,5,6,7} · Anthony Osuna¹ · Emily F. Ferguson¹ · Maria Jimenez Muñoz¹ · Samantha K. Poyser¹ · Joy F. Johnson⁸ · Ty W. Vernon¹

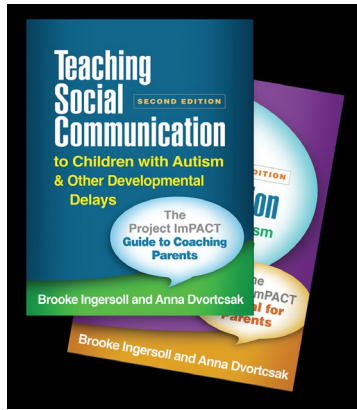
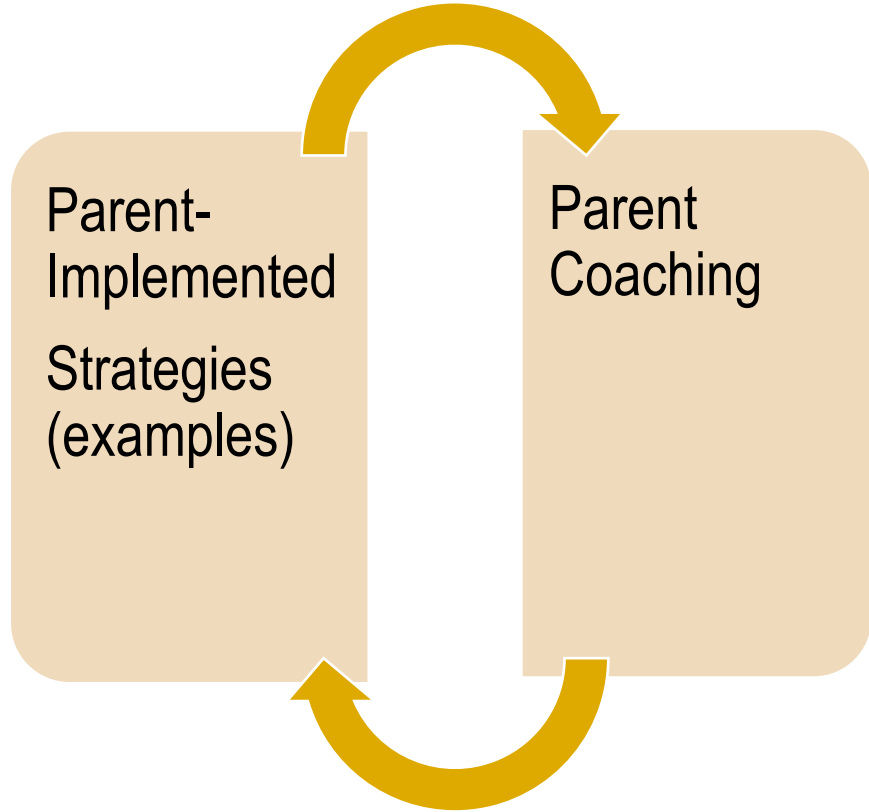
Accepted: 28 September 2021 / Published online: 13 October 2021
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Evidence-Based Naturalistic Developmental Behavioral Interventions

- Incidental Teaching
- Pivotal Response Training
- Enhanced Milieu Treatment
- Early Start Denver Model
- Reciprocal Imitation Treatment
- Project ImPACT
- JASPER



Parent-Mediated Interventions in Autism



J Autism Dev Disord (2015) 45:2992–3004
DOI 10.1007/s10803-015-2719-y

ORIGINAL PAPER

Preliminary Effectiveness of Project IMPACT: A Parent-Mediated Intervention for Children with Autism Spectrum Disorder Delivered in a Community Program

Nicole A. Stahlich · Audrey Stahler · Lauren Brookman-Frazee

Published online: 30 January 2015
© Springer Science+Business Media New York 2015

Abstract This is a pilot study of the effectiveness of Project IMPACT, a parent-mediated intervention for ASD delivered in a community program. The primary aim was to compare child and parent outcomes between the intervention group and a community comparison for 30 young children with ASD at baseline and 12 weeks. The secondary aim was to identify parent factors associated with changes in child outcomes. Results indicated significant improvement in child communication skills and a strong trend for parent intervention adherence for the intervention group from baseline to 12 weeks. Higher baseline parenting stress was negatively related to child social gains from baseline to 12 weeks. Findings provide further support for delivering parent-mediated interventions in community settings to children with ASD.

Dawson and Horner 2011; Rogers and Vismara 2009), limited information is known about the effectiveness of such methods in “usual care,” community-based service settings. Over the past decade, there have been increasing recommendations for translational research to address the need for implementation of efficacious interventions for children with ASD (Ginsburg, 2005; Intergroup Autism Coordinating Committee, 2011; National Standards Report 2009). To address this need, the goal of the current study was to examine the initial effectiveness of a specific parent-mediated intervention targeting social communication and delivered in a community-based setting to children with ASD and their caregivers.

Reviews of the literature and best practice guidelines consistently identify active parent participation and col-



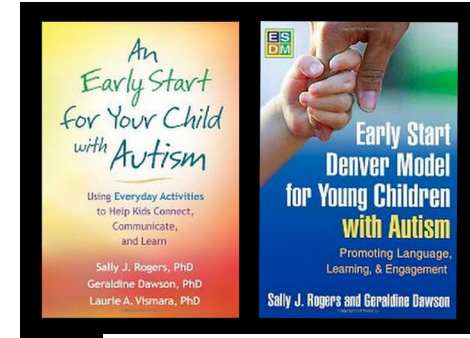
J Autism Dev Disord (2016) 46:1063–1076
DOI 10.1007/s10803-016-0955-5

ORIGINAL PAPER

Randomized Controlled Caregiver Mediated Joint Engagement Intervention for Toddlers with Autism

Connie Kauri · Amanda C. Galorel · Connie Wong · Susan Kwon · Jill Locke

Published online: 10 February 2016
© The Author(s) 2016. This article is published with open access at Springerlink.com



NEW RESEARCH

Effects of a Brief Early Start Denver Model (ESDM)-Based Parent Intervention on Toddlers at Risk for Autism Spectrum Disorders: A Randomized Controlled Trial

Sally J. Rogers, M.D., Annette Estes, M.D., Catherine Lord, M.D., Laurie Vismara, M.D., Jamie Webster, M.D., Annette Fitzpatrick, M.D., Mengyue Guo, M.S., Geraldine Dawson, M.D.

Objective: This study was carried out to examine the efficacy of a 12-week, low-intensity (1-hour/week of therapist contact), parent-delivered intervention for toddlers at risk for autism spectrum disorders (ASD) aged 14 to 24 months and their families. **Method:** A randomized controlled trial involving 90 children and families was carried out in three different sites investigating the efficacy of a parent-delivered version of the Early Start Denver Model (P-ESDM), which fosters parental use of a child-centered responsive interaction style that embeds many teaching opportunities into play, compared to community treatment as usual. Assessments were completed at baseline and 12 weeks later, immediately after the end of parent coaching sessions. **Results:** There was no effect of group assignment on parent-child interaction characteristics or on any child outcomes. Both groups of parents improved interaction skills and both groups of children demonstrated progress. Parents receiving P-ESDM demonstrated significantly stronger working alliances with their therapists than did the community group. Children in the community group received significantly more intervention hours than those in the P-ESDM group. For the group as a whole, both younger child age at the start of intervention and a greater number of intervention hours were positively related to the degree of improvement in children's behavior for most variables. **Conclusions:** Parent-

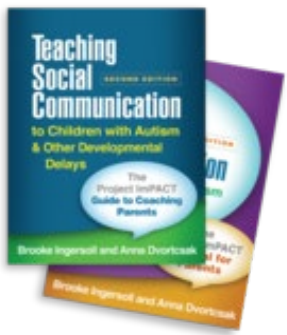


Today's Plan

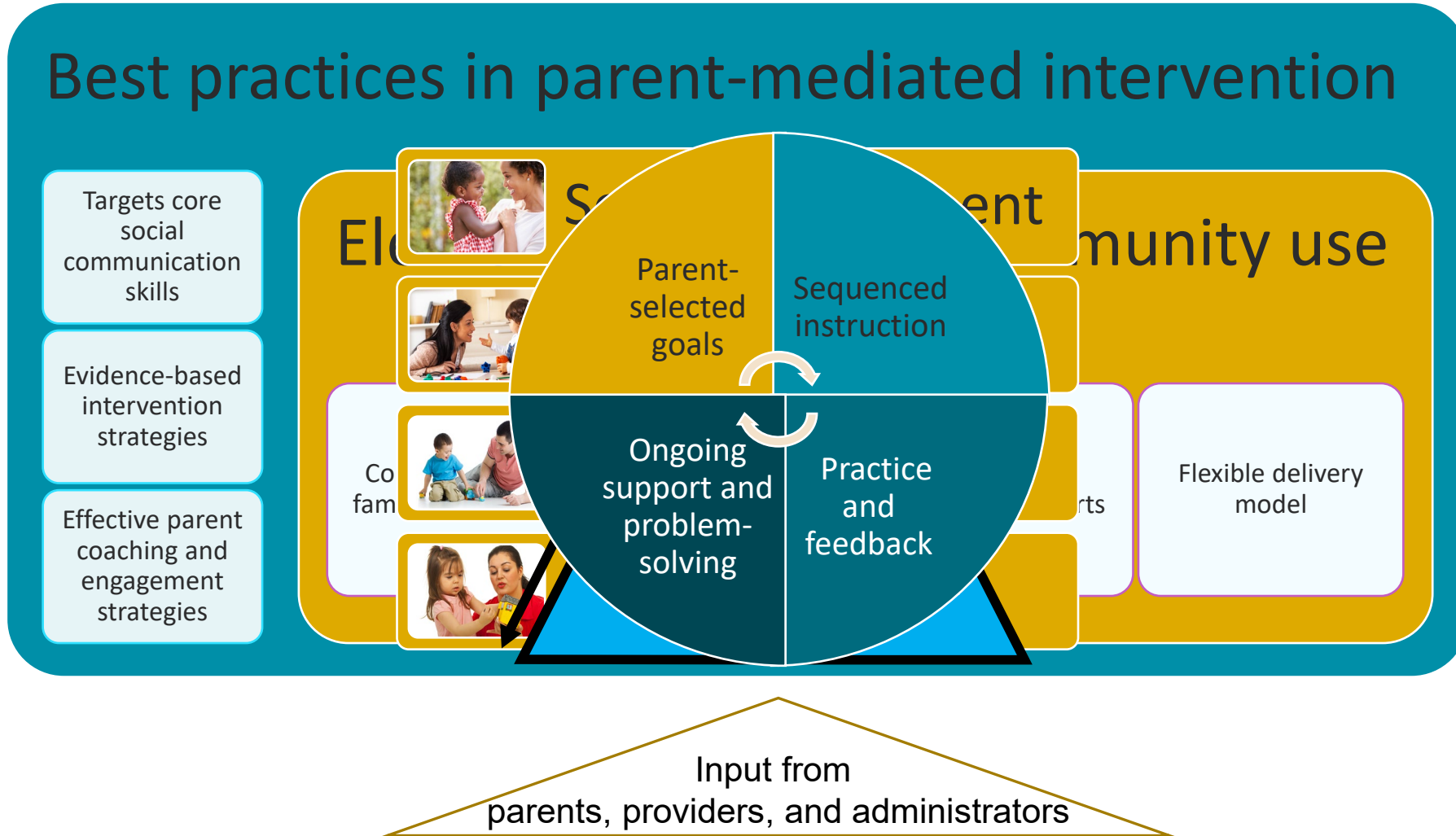


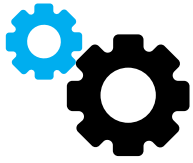
Example NDBI

- Project ImPACT
- Early Start Denver Model

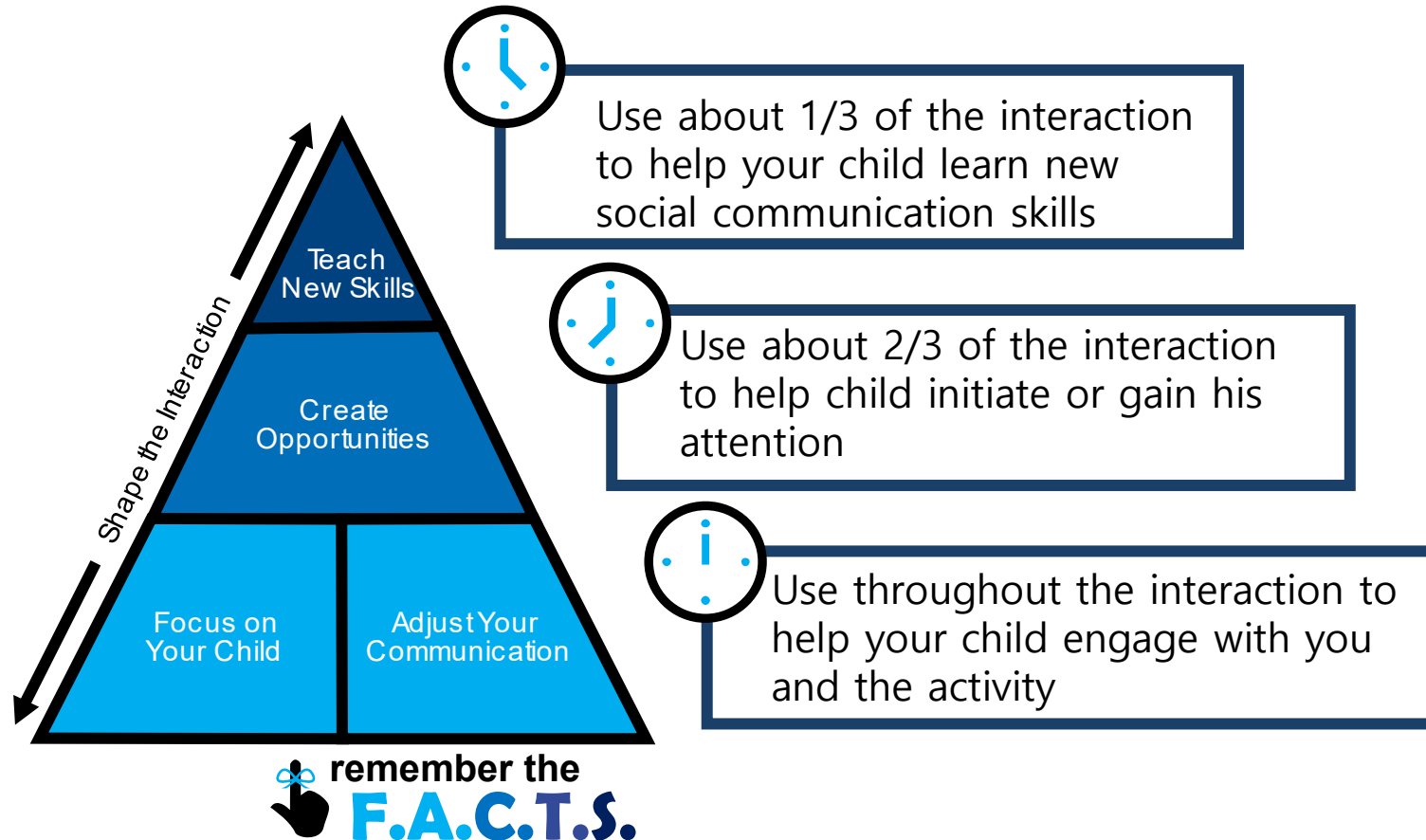


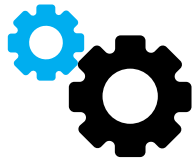
Key Components of Project ImPACT



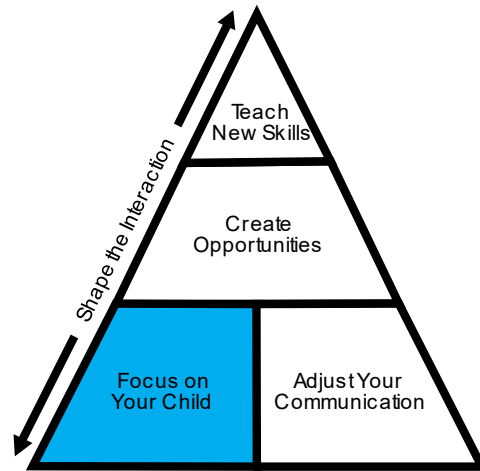


Project ImPACT F.A.C.T.S.

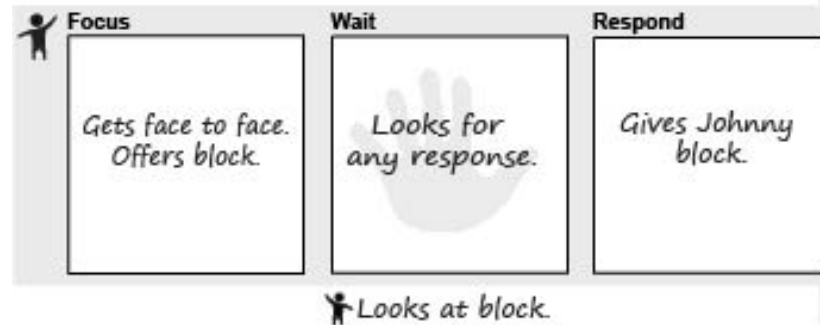


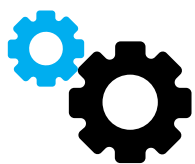


Focus On Your Child

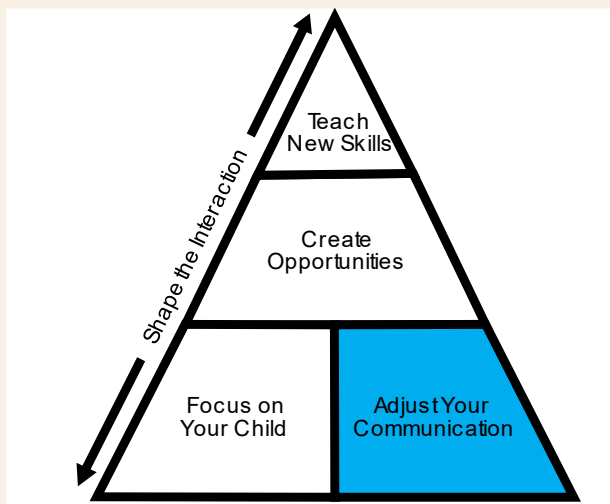


- Stay face to face
- Let child lead activity
- Joins by helping & imitating
- Respond to child's actions
- Sets limits as needed

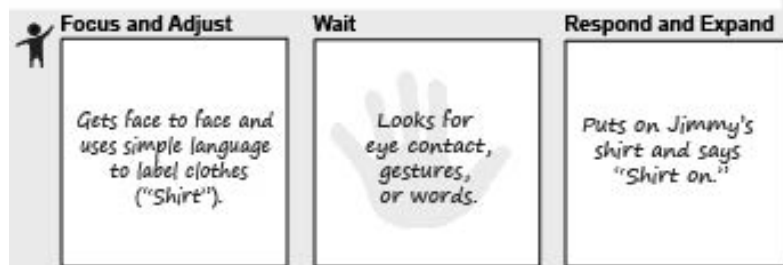




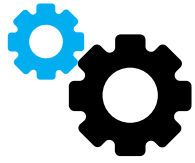
Adjust Your Communication



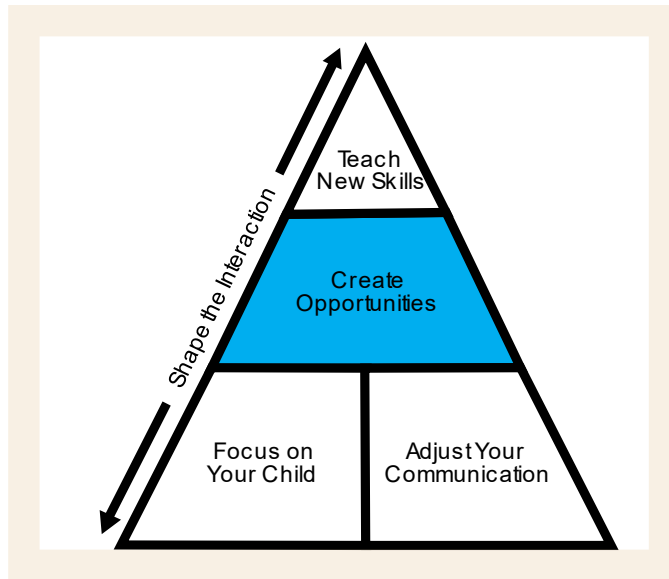
Adjusts animation
Narrates
Uses simple language
Expands child's communication



Imitates "Shirt."



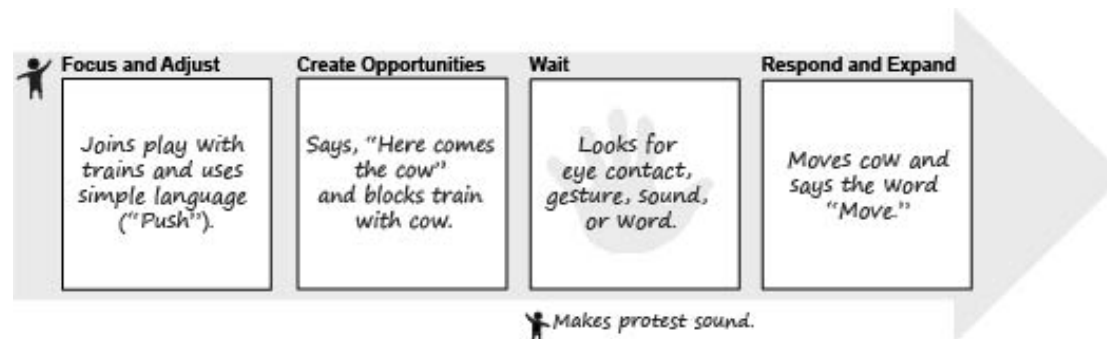
Create Opportunities

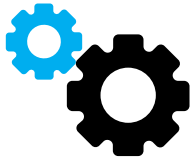


Playful obstruction

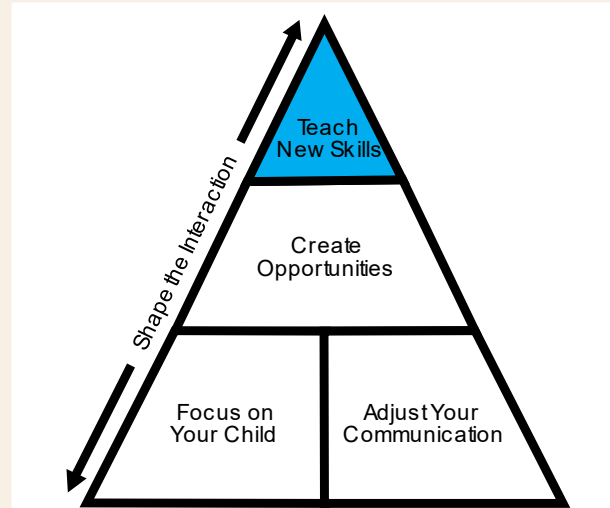
Balanced turns

Communicative temptations

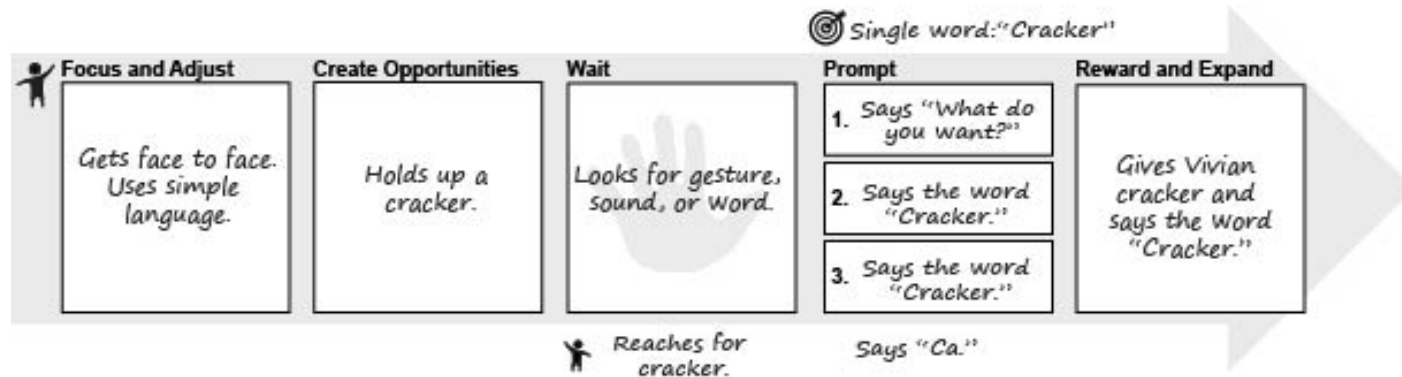




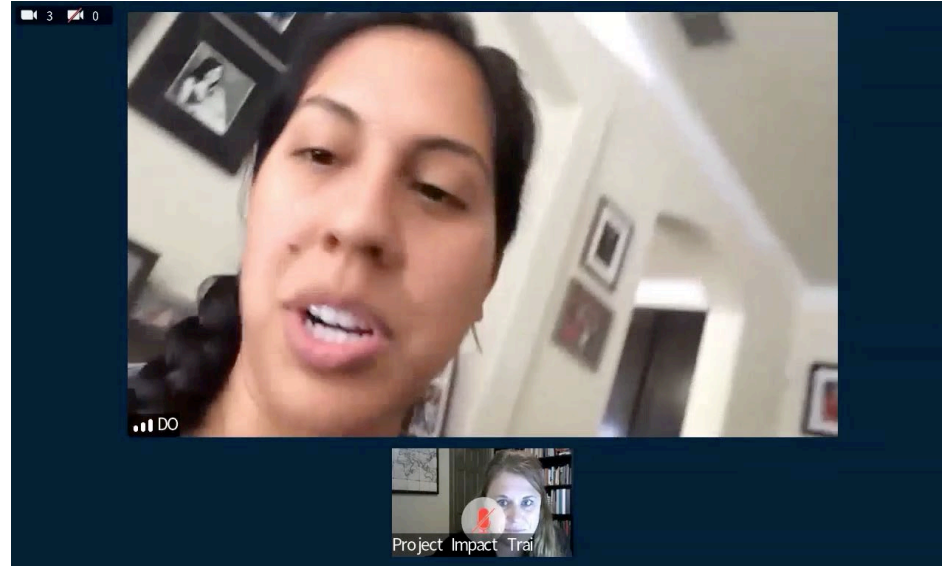
Teach New Skills



Prompts slightly more complex skills
Prompts relate to activity
Uses prompt hierarchy
Follows through
Reinforces & expands



PI Parent Coaching Example



Project ImPACT Research Support

- One of the most studied early interventions in community settings
- Children increase their social communication & play significantly more than children in usual care
- Parents & providers can learn the strategies well and like them
- Parents significantly increased responsivity to their children and teaching opportunities
- Used in Part C systems in multiple states (including CA)



Early Start Denver Model



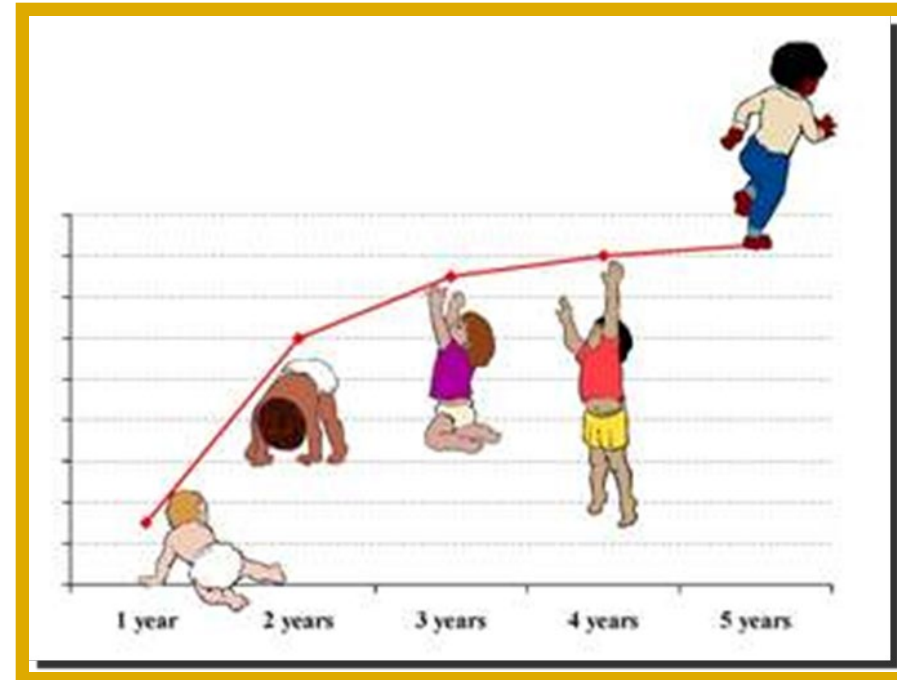
Developmental Framework

ESDM comes from a developmental framework

Autism effects social interaction, communication, motor development, imitation skills, self-care skills

ESDM curriculum follows developmental domains of early childhood

Treatment objectives direct focus on needed skills to accelerate development





To strengthen the reward value of social interaction

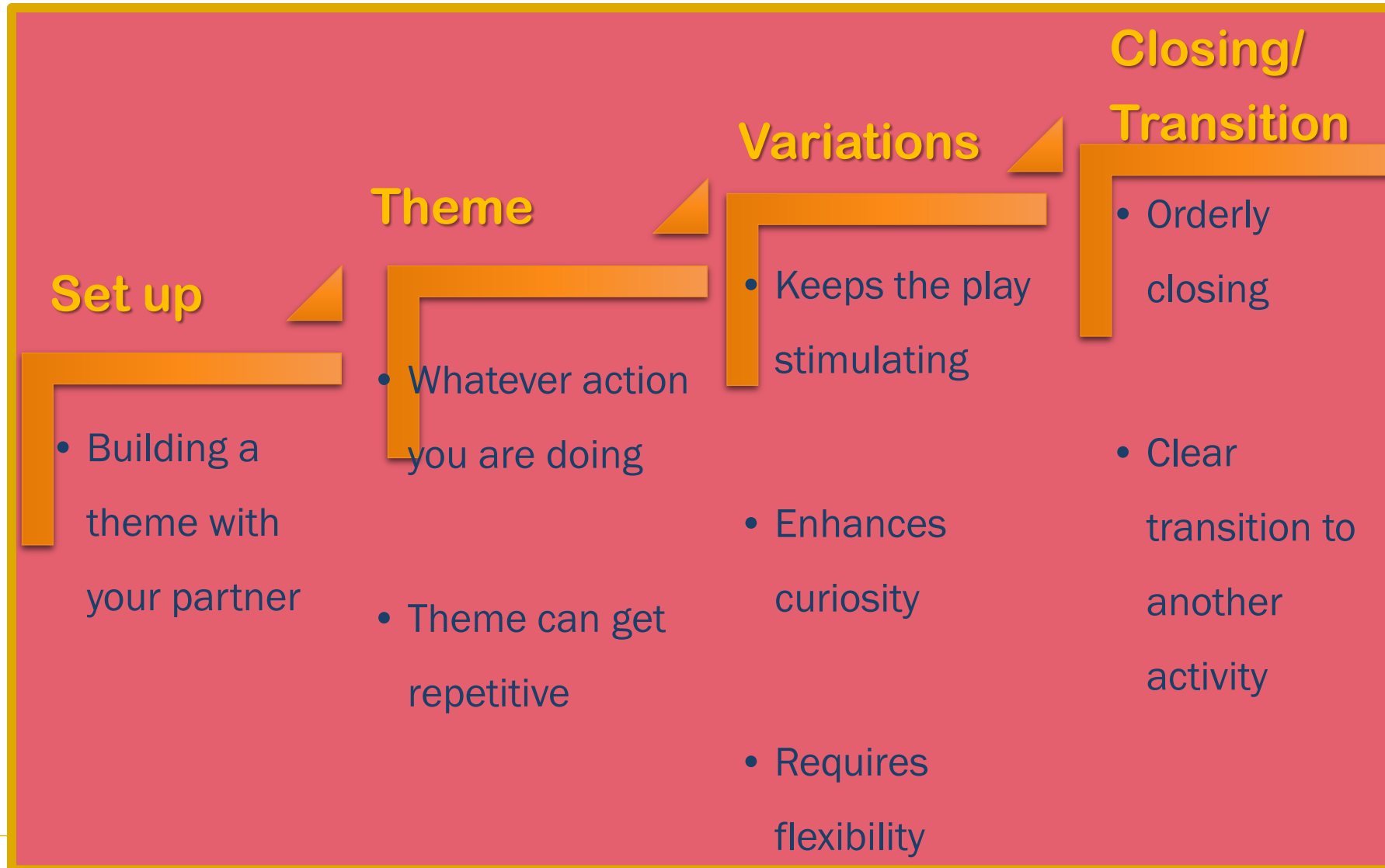
To increase repertoire of social communication skills

To increase learning rates

To prevent experiential alterations in neural and psychological development

Joint	Activity
Take turns	Energetic activity
Share materials	Hands-on experience
Look at each other	Organized set of actions
Communicate	Goal-directed
Build on each other's ideas	Effortful

Four Easy Steps



ESDM Example



ESDM Research Support

- One of the most studied early interventions
- Significant effects on cognition and language compared to usual care
- Effective across a range of learning styles and abilities
- Includes parent coaching – and parents can learn the strategies and like them
- Did just as well as DTT in a recent research-based trial
- Just beginning to be studied in community settings



Project ImPACT Study

- 2 Sites
- 60 Providers
- 200+ families of toddlers 12-30 mos

Providers receive:
Training in Project ImPACT
Materials & Manuals
Ongoing support
Gift Cards for surveys
Opportunity for certification

- Providers will:
- Complete surveys
 - Video record sessions
 - Before training
 - After training
 - Participate in training

- Families will:
- Complete assessments with research team (gift card provided)
 - Video record sessions
 - Participate in parent coaching

More information:
hs-bridgestudy@ucdavis.edu

Questions



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COMMITTEE REPORTS

Improving State Systems
Communications

VIDEO

PUBLIC INPUT

Public Input Guidelines

- **COMMENTS CAN BE IN WRITING OR SPOKEN**
All comments are published as part of the public record and provided to ICC members
- **EACH PERSON HAS 2 MINUTES TO COMMENT**
We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared
- **COMMENTING ON BEHALF OF OTHERS**
One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements
- **IF YOU WANT TO SPEAK, SIGN IN**
Signing in allows us to call on you when it is time for public comment
- **PLEASE BE SPECIFIC**
A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful
- **WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?**
Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

THANK YOU FOR JOINING OUR MEETING



ICC Webpage: [State ICC on Early Intervention Overview](#)

DDS Early Start Mailbox: earlystart@dds.ca.gov

