

# CAPTAIN Cadre Members

419 Total CAPTAIN Cadre  
2021-22

CA DIVIDED INTO  
17 CAPTAIN REGIONS

Agency	Total Cadre
<b>SCHOOLS</b> (126 out of 134 SELPAs)	<b>333</b>
<b>Regional Centers</b> (20 out of 21 RCs)	<b>46</b>
<b>Family Support Agencies</b> (22 FRC/FECs)	<b>31</b>
<b>Universities</b> (6 universities)	<b>9</b>

### 17 CAPTAIN REGIONS

- CAPTAIN 101
- NORTH STATE CAPTAIN
- CAPTAIN BRIDGES
- CAPITAL CAPTAIN
- CAPTAINS OF THE EAST BAY
- CAPTAIN HOOK
- CAPTAIN 007
- CENTRAL VALLEY CAPTAIN
- CAPTAIN 805
- CAPTAIN KERN
- CAPTAIN LA : C.L.I.C.; SUPER 14; NEW WAVE
- ORANGE COUNTY CAPTAIN
- CAPTAIN X
- CAPTAIN SAN DIEGO



# CAPTAIN by the Numbers

## 2020-2021 School Year



System Support:

System Support =  
17 SELPAs

Targeted Support:

SELPA Cadre Members Trained as  
Trainers/Coaches = 326  
LEAs Serviced = 441  
People Trained by Cadre = 16,245

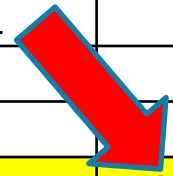
Universal Support:

Number of Website Sessions = 23,000  
Social Media Data Impressions = 63,150  
AFIRM Online Module Users in CA to Date = 47,796  
(Sept 2021)

# PEOPLE TRAINED BY CAPTAIN CADRE IN 2020-2021



	Special Education Teachers	General Education Teachers	Paraeducator	DIS Providers	NPA/NPS	Administrator	Parents/ Caregivers	Total
CAPTAIN 101N	24	3	25	17	3	8	13	93
North State CAPTAIN	42	34	43	15	22	3	19	178
CAPITAL CAPTAIN	438	119	1139	108	140	52	78	2074
CAPTAIN HOOK	205	98	396	23	0	11	90	823
CAPTAINS OF THE EAST BAY	128	7	175	17	0	10	138	475
CAPTAIN BRIDGES	235	8	106	86	1	11	32	479
CAPTAIN 007	429	140	1031	252	18	48	594	2512
CENTRAL VALLEY CAPTAIN	167	27	289	64	0	20	52	619
CAPTAIN KERN	170	50	442	87	150	50	52	1001
CAPTAINS of the NEW WAVE	209	39	112	64	6	26	169	625
CAPTAIN LA	194	16	1001	0	0	1	198	1410
CAPTAIN X	276	58	808	169	2	23	160	1496
ORANGE COUNTY CAPTAINS	203	145	1048	92	0	54	100	1642
CAPTAIN SAN DIEGO	319	60	690	160	25	25	122	1401
C.L.I.C.	112	24	284	77	5	44	251	797
SUPER 14	78	18	45	71	0	8	25	245
CAPTAIN 805	107	25	156	26	0	15	46	375
<b>Total</b>	<b>3336</b>	<b>871</b>	<b>7790</b>	<b>1328</b>	<b>372</b>	<b>409</b>	<b>2139</b>	<b>16,245</b>



# Links to Distance Learning Padlets



@CAPTAIN EBPs- Education

CAPTAIN\_EBPS

The screenshot shows the CAPTAIN website with a navigation bar at the top containing 'Home', 'About', and 'Partnerships'. The main content area features several resource links, including 'RESOURCE PACKET FOR SUPPORTING STUDENTS WITH AUTISM RETURN TO IN-PERSON SCHOOLING' and 'RESOURCE AND GUIDANCE PACKETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD'. A 'Welcome' section describes CAPTAIN as a multiagency network. Below this is a list of CAPTAIN's goals, such as providing evidence-based practices and supporting the use of Evidence-Based Practices (EBPs). The right sidebar contains 'CAPTAIN Events', 'Quick Links', and 'CAPTAIN Partners'.

Links to Publications

Links to ASD Resources

CAPTAIN Social Media Links



Making Implementation Happen. Bridging the Research to Practice Gap.

Home

About

Publications

## Publications

	<a href="#">Practice-driven Research for Statewide Scale Up: Implementation Outcomes of the California Autism Professional Training and Information Network, Journal: Community Development and Implementation, January 2022</a>
	<a href="#">Proactive Versus Reactive: Strategies in the Implementation of School based Services for Students with ASD Journal: Administration and Policy in Mental Health and Mental Health</a>

 Search

### CAPTAIN Events

[Calendar](#)

CA  
[by

Making Implementation Happen. Bridging the Research to Practice Gap.

Home

About

Publications



**NANSI**

National Autism Network  
of Statewide Implementers

## EBP Trainings

	<a href="#">What are EBPs for ASD - April 2020</a>
	<a href="#">EBP - Antecedent Based Interventions (ABI)</a>
	<a href="#">EBP - Prompting (PP)</a>
	<a href="#">EBP - Reinforcement (R)</a>

 Search

### CAPTAIN Events

[Calendar](#)

**CAPTAIN Summit**  
[by invitation only]

November 2-3, 2022  
In-Person | Riverside Convention  
Center

[More Information](#)

# Family Resource Page On CAPTAIN Website In Many Languages

**NEW**

## Navigating the System

ACCESSING SERVICES IN CALIFORNIA  
PART 1: OVERVIEW OF SERVICE SYSTEMS STRUCTURE



Spanish, Tagalog,  
Vietnamese, English

## Điều Khoản Giáo Dục Đặc Biệt Điều Khoản Quan Trọng



I a  
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in I

Thumbnail Image	Resources and Descriptions
	<a href="#">AFIRM Online Learning Modules</a>

English, Spanish

Spanish, Chinese, Korean,  
Vietnamese and English

English, Spanish

[WWW.CAPTAIN.CA.GOV](http://WWW.CAPTAIN.CA.GOV)


# PADLET


## Resources for Educators and Families During School Closure English

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

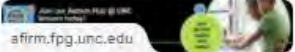
The screenshot shows a Padlet board with a blue background and a white title bar. The title bar contains the SELPA logo, the text 'SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA', and the title 'RESOURCES TO SUPPORT SCHOOL CLOSURES/DISTANCE LEARNING FOR STUDENTS WITH AUTISM'. The board is organized into four columns of white cards with rounded corners. Each card has a title and a list of resources. The first column contains two social stories by Carol Gray. The second column lists AFIRM Modules and a video of visual supports. The third column includes a guidance document and an AFIRM tool kit. The fourth column lists various apps and tools like iCal, Google Calendar, and visual icons for distance learning.


**RESOURCES TO EXPLAIN COVID-19 TO STUDENTS WITH AUTISM**

Social Stories by Carol Gray:  
  
bit.ly  
SOCIAL STORY BY CAROL GRAY  
Pandemics and the Coronavirus March 20 20.pdf  
Pandemics and the Corona Virus (English)


Social Stories by Carol Gray:  
  
bit.ly  
SOCIAL STORY BY CAROL GRAY  
PANDEMICS AND THE CORONAVIRUS SPANISH MARCH 2020.pdf  
Pandemics and the Corona Virus (Spanish)


**RESOURCES FOR PARENTS TO SUPPORT HOME LEARNING**

AFIRM Modules  
  
afirm.fpg.unc.edu  
AFIRM Modules | AFIRM  
1. Visual Supports  
2. Antecedent Based Interventions  
3. Reinforcement

Videos: Visual Supports  
  
YouTube  
Autism House: Visual Supports for the Home (Part 1)  
Guided video tours of a house set up with visual supports developed by: Indiana Resource Center for Autism:

**RESOURCES FOR EDUCATORS TO SUPPORT DISTANCE LEARNING**


GUIDANCE DOCUMENT:  
What to do and Where to Start  
  
drive.google.com  
SUPPORTING EDUCATORS AND FAMILIES GUIDANCE WHERE TO BEGIN.docx


AFIRM: COVID-19 Tool Kit  
Supporting Individuals with Autism through Uncertain Times  
  
afirm.fpg.unc.edu  
Supporting Individuals with Autism through Uncertain Times

**APPS, ETC., TO SUPPORT LEARNING, BEHAVIORS, AND MAINTENANCE OF SKILLS**

Schedules:  

- iCal (Apple Calendar)
- Google Calendar (iPhone and Android Apps)
- First/Then Visual Schedule App (\$14.99)

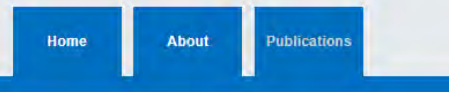
Distance Learning Visual Icon Prompts  
  
PDF  
Distance Learning Visual Icons (2) (1) (1)

Timers:  


# CAPTAIN Works! 😊

## Implementation Outcomes Publication

Article in Publications Tab on CAPTAIN Website



RESOURCE PADLET FOR SUPPORTING STUDENTS WITH AUTISM  
RETURN TO IN-PERSON SCHOOLING  
SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA

ENGLISH

<https://padlet.com/SELPACAPTAIN/a8koag55ly7m72rs>

SPANISH

<https://padlet.com/SELPACAPTAIN/fi0rp81ldrdhxiv>

RESOURCE AND GUIDANCE PADLETS DURING SCHOOL  
CLOSURES FOR STUDENTS WITH ASD  
SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA

Here is the link to the English Padlet:

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Here is the link to the Spanish Padlet for Families:

<https://padlet.com/SELPACAPTAIN/c4lbcglc414h>

### Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.

Search

CAPTAIN Events

[Calendar](#)

**CAPTAIN Summit**  
[by invitation only]

November 2-3, 2022  
In-Person | Riverside Convention Center

[More Information](#)

Quick Links

- [National Professional Development Center On Autism Spectrum Disorders](#)
- [National Clearinghouse on Autism Evidence and Practice](#)
- [AFIRM ASD Learning Modules](#)
- [National Autism Center](#)
- [CAPTAIN Resources](#)

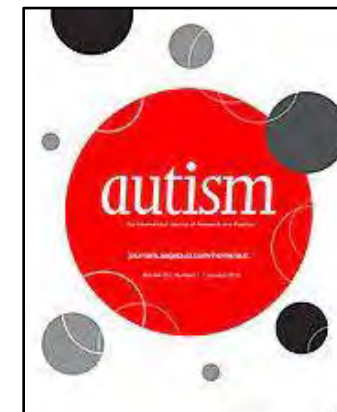
Informational

Special Issue: *Community Development and Implementation*

**Practice-driven research for statewide scale up: Implementation outcomes of the California Autism Professional Training and Information Network**

Autism  
1-10  
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DOI: 10.1177/13623613211068224  
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SAGE

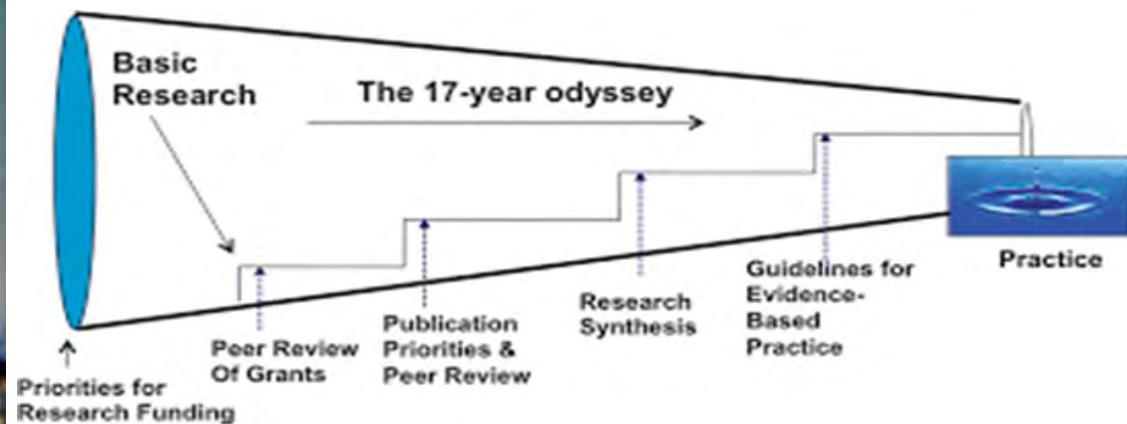
January, 2022







## The Research to Practice Gap

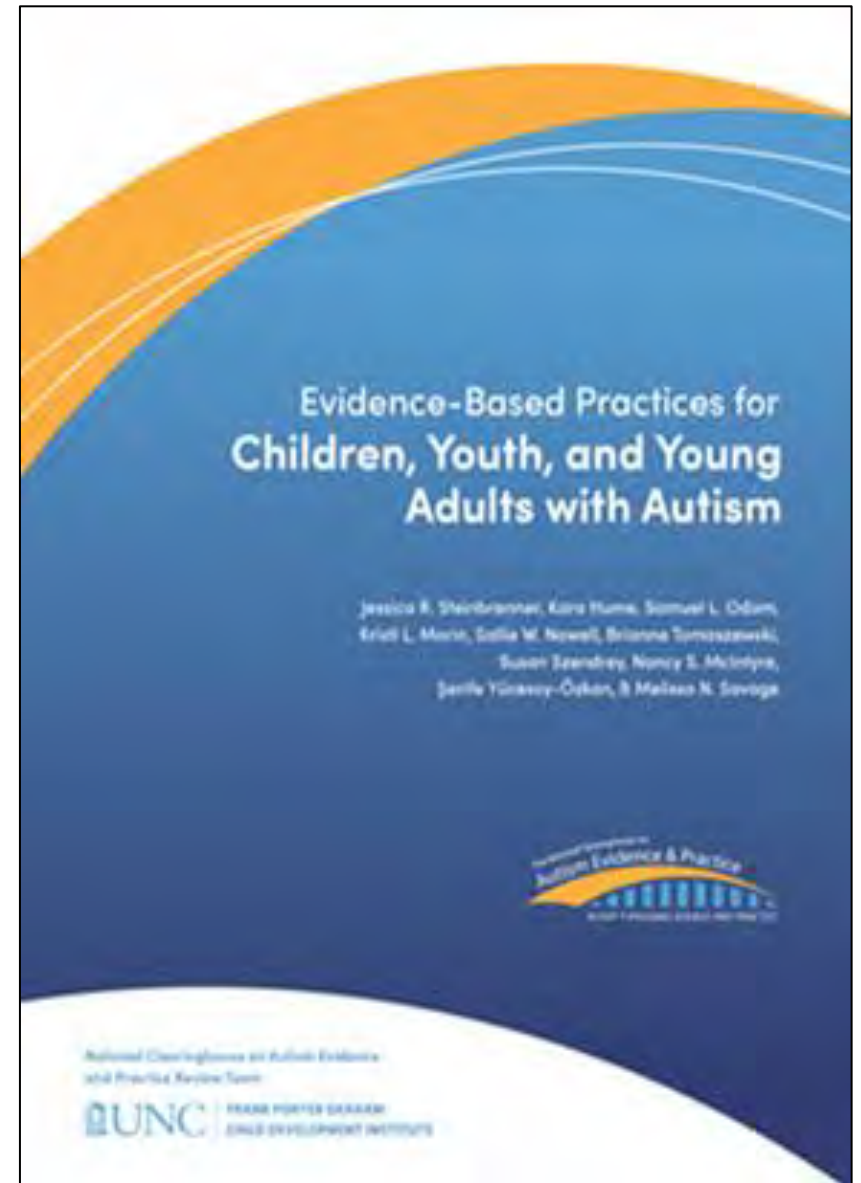


**Making Implementation Happen.  
Bridging the Research to Practice Gap.**

# National Clearinghouse on Autism Evidence and Practice (NCAEP) Report | 2020

**NCAEP updated the previous NPDC 2014 report and synthesizes intervention research published between 1990 and 2017**

*“The findings from systematic reviews provide the basis for translation procedures described in the research literature into understandable information that teachers or other practitioners can use.”*



<https://ncaep.fpg.unc.edu>

*Our NEW and much anticipated report on Evidence-Based Practices is complete and ready for you. [View Report >](#)*



## BRIDGING SCIENCE AND PRACTICE

The National Clearinghouse on Autism Evidence and Practice (NCAEP) is a continuation of the systematic review completed by the National Professional Development Center on Autism Spectrum Disorders (NPDC).

**LEARN MORE**



## 2020 EVIDENCE- BASED PRACTICES REPORT

### Evidence-Based Practices for Children, Youth, and Young Adults with Autism

Our new report synthesizes intervention research published between 1990 and 2017. Check out our findings here.

**DOWNLOAD HERE**



## AUTISM FOCUSED INTERVENTION RESOURCES AND MODULES

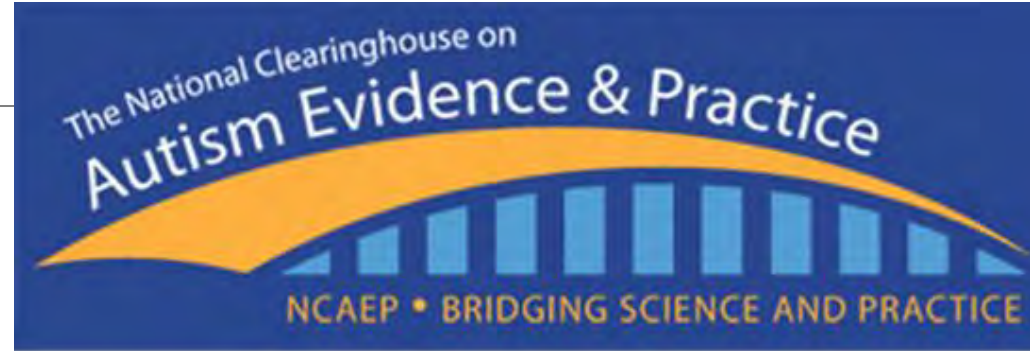
The Autism Focused Intervention Resources and Modules (AFIRM) are a free online tool designed to ensure that practitioners and families can USE these practices once they are identified through the review.

**LOGIN**

Figure 2.2 Criteria for qualification as an evidence-based practice

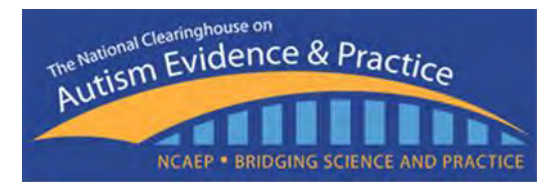


# NCAEP Definition of EBP



“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with Autism Spectrum Disorder (ASD.)”

# 28 Evidence Based Practices (2020)



**Antecedent-Based Interventions**

**Augmentative and Alternative Communication**

**Behavioral Momentum Intervention**

**Cognitive Behavioral/Instructional Strategies**

**Differential Reinforcement of Alternative,  
Incompatible, or Other Behavior**

**Direct Instruction**

**Discrete Trial Training**

**Exercise and Movement**

**Extinction**

**Functional Behavioral Assessment**

**Functional Communication Training**

**Modeling**

**Music-Mediated Intervention**

**Naturalistic Intervention**

**Parent-Implemented Intervention**

**Peer-Based Instruction and intervention**

**Prompting**

**Reinforcement**

**Response Interruption and Redirection**

**Self-Management**

**(Ayers) Sensory Integration Therapy**

**Social Narratives**

**Social Skills Training**

**Task Analysis**

**Technology-Aided Intervention and  
Instruction**

**Time Delay**

**Video Modeling**

**Visual Supports**

28  
EBPs



## 6 NEW Evidence Based Practices - 2020

Antecedent-Based Interventions

Augmentative and Alternative Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional Strategies

Differential Reinforcement of Alternative,  
Incompatible, or Other Behavior

Direct Instruction

Discrete Trial Training

Exercise and Movement

Extinction

Functional Behavioral Assessment

Functional Communication Training

Modeling

Music-Mediated Intervention

Naturalistic Intervention

Parent-Implemented Intervention

Peer-Based Instruction and  
intervention

Prompting

Reinforcement

Response Interruption and Redirection

Self-Management

Ayres Sensory Integration\*

Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and  
Instruction

Time Delay

Video Modeling

Visual Supports

\*It is important to note that Ayres Sensory Integration refers explicitly to the model developed by Jean Ayers (2005) and not to a variety of unsupported interventions that address sensory issues (Barton et al., 2015; Case-Smith et al., 2015; Watling & Hauer, 2015). Page 41

# Changes in Practices

## New Practices

1. **Augmentative & Alternative Communication (AAC)**
2. **Behavioral Momentum (BMI)**
3. **Direct Instruction (DI)**
4. **Music-Mediated Intervention (MMI)**
5. **Peer-Based Instruction & Intervention (PBII)**
6. **Ayres Sensory Integration® (ASI)**

## Merged Practices

- **PECS™ ▯ AAC**
- **PRT® ▯ Naturalistic Intervention**
- **Scripting ▯ Visual Supports**
- **Structured Play Groups ▯ PBII**
- **Peer-Mediated Instruction and Intervention ▯ PBII**



# Manualized Interventions Meeting Criteria for EBPs (MIMCs)


“Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP.”

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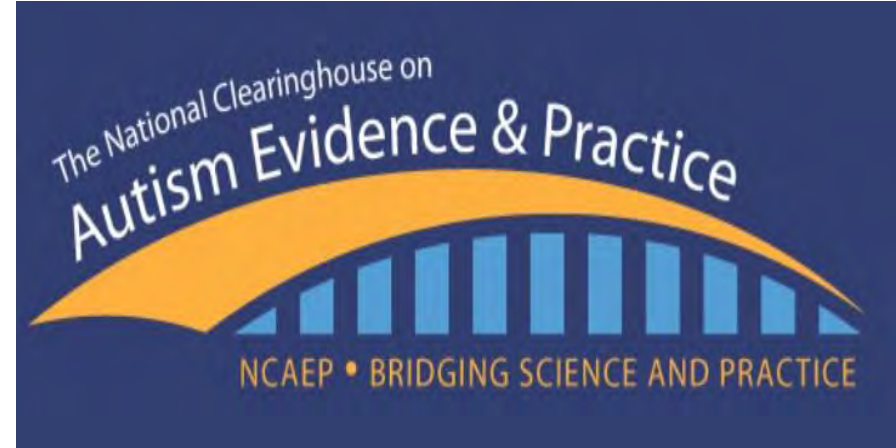
**Operationally defined as interventions that:**

- a) are manualized,
- b) have unique features that create an intervention identity, and
- c) share common features with other practices grouped within the superordinate EBP classification.

# Manualized Interventions Meeting Criteria for EBPs (MIMCs)

MIMC	Found in this Evidence Based Practice
<b>PECST™</b> 	<b>Augmentative and Alternative Communication</b>
JASPER	Naturalistic Intervention
Milieu Teaching	Naturalistic Intervention
Pivotal Response Training PRT®	Naturalistic Intervention
Project ImPACT	Parent-Mediated Intervention
Stepping Stones/Triple P	Parent-Mediated Intervention
Social Stories™	Social Narratives
PEERS®	Social Skills Training
FaceSay®	Technology Aided Instruction and Intervention
Mindreading	Technology Aided Instruction and Intervention

# Evidence for AAC



AAC is a focused intervention that meets the evidence-based practice criteria with **47 single case design studies**.

This practice has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high schoolers (15-18 years) with autism.

Studies included in the 2020 EBP report detail how this practice, AAC, can be used to effectively address the following outcomes for a target goal/behavior/skill: **academic/pre-academic, challenging/interfering behavior, communication, joint attention, motor, play, and social.**

