



San Gabriel / Pomona  
Regional Center

**Welcome,  
Dr. Scott Turner, SELPA Executive Director  
Announcements, Tavia L. Lawson, CAC Chair**

**<https://linktr.ee/ESGVSELPACAC15>**

**<https://captain.ca.gov/families.html>**



**[www.captain.ca.gov](http://www.captain.ca.gov)**



# CAPTAIN C.L.I.C. Introductions

Jennifer Wolfe, CAPTAIN Regional Implementation Lead; ESGV SELPA Autism Program Coordinator

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Daniela Santana, CAPTAIN CLIC Cadre, Director of Client Services, San Gabriel/Pomona Regional Center

# CAPTAIN C.L.I.C. Introductions

Daniela Santana, CAPTAIN CLIC Cadre, Director Client Services, San Gabriel Pomona Regional Center

Rosa Chavez, CAPTAIN CLIC Cadre - Associate Director, San Gabriel Pomona Regional Center

Tavia L. Lawson, CAPTAIN FRC Mentor Southern California Region- Family Support Specialist, Parents' Place Family Resource and Empowerment Center

Shea Estrada-CAPTAIN CLIC Cadre,- Pomona SELPA

Jerry Rivard, CAPTAIN CLIC Cadre, ESGV SELPA ASD Teacher

# Evidence Based Practice Training: Parent Implemented Intervention (PII)

Adapted from Sam, A., & AFIRM Team. (2015).  
Parent-Implemented Intervention. Chapel Hill, NC: National  
Professional Development Center on Autism Spectrum  
Disorder, FPG Child Development Center, University of North  
Carolina. Retrieved from  
<https://afirm.fpg.unc.edu/parent-implemented-interventions>

# What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.

# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



[www.captain.ca.gov](http://www.captain.ca.gov)



# Before We Begin...

Please complete the  
**Pre Training Survey**  
sent to your email



# Core Components: Learning Objectives

- ☐ Define Parent Implemented Intervention (PII)
- ☐ Define the skills and learners PII can be used for
- ☐ Describe the steps and strategies to implement PII

# What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

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

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team

# Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

[illegible]

# Evidence Based Practices Matrix

	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
to link abbreviations to EBPs	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye	0-5 year	6-14 yea	15-22 ye

# Evidence (Age and Domains)

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



Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓	✓	✓	
	Joint attention	✓	✓				
	Play	✓	✓	✓			
	Cognitive	✓	✓				
	School readiness	✓	✓	✓			
	Academic/ Pre-academic	✓	✓				
	Adaptive/ self-help	✓	✓	✓	✓		
	Challenging/ Interfering behavior	✓	✓	✓	✓	✓	
	Vocational						
	Motor	✓	✓				
	Mental health	✓	✓	✓	✓		
	Self-determination						

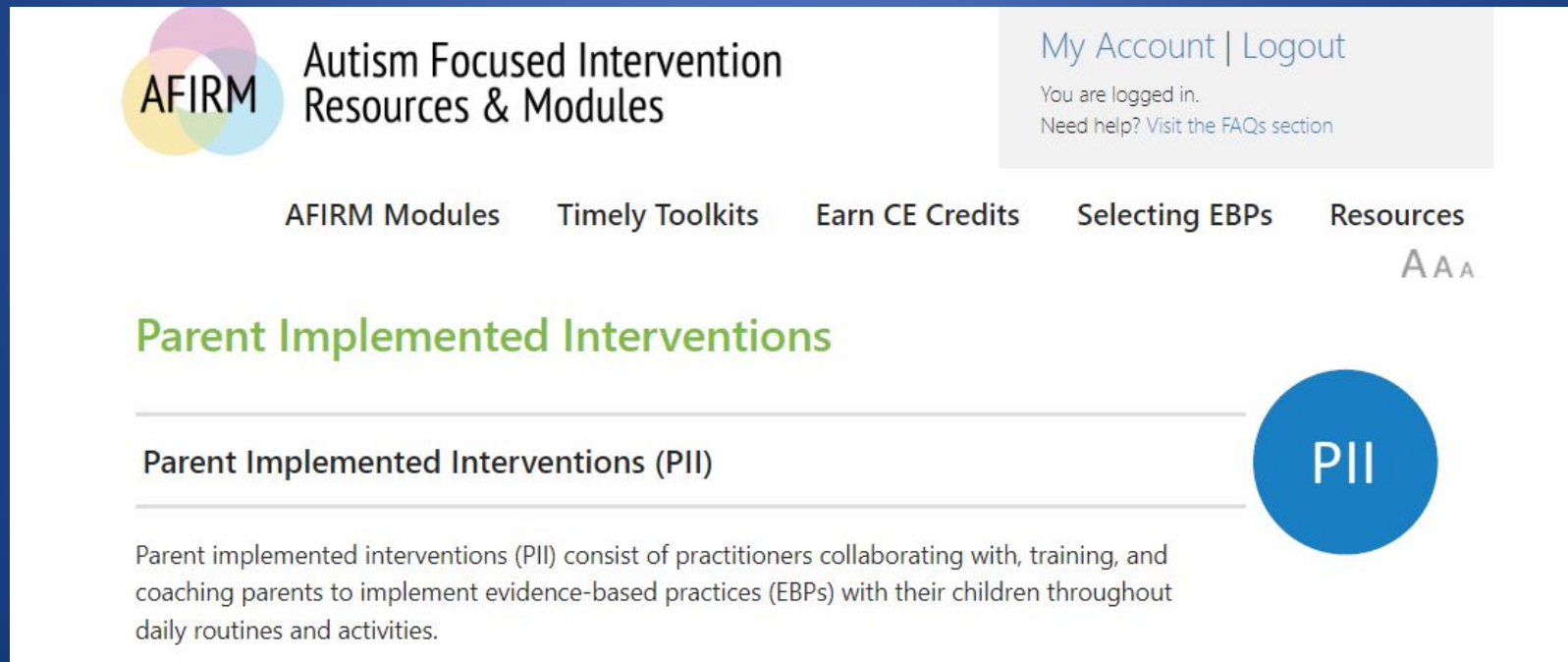
# Selecting Evidence Based Practices (EBPs)

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
  - Consider the child and family characteristics
  - Consider the teacher and team characteristics
  - Consider other available resources

# High Quality Training: Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age

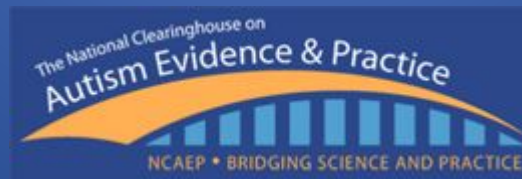


The screenshot shows the AFIRM website. At the top left is the AFIRM logo, which consists of three overlapping circles in purple, yellow, and blue, with the text 'AFIRM' in black. To the right of the logo is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there is a grey box containing the text 'My Account | Logout', 'You are logged in.', and 'Need help? Visit the FAQs section'. Below the header, there is a navigation bar with the following links: 'AFIRM Modules', 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. To the right of the 'Resources' link is a small 'AAA' icon. Below the navigation bar, the text 'Parent Implemented Interventions' is displayed in green. Underneath this, there is a horizontal line, followed by the text 'Parent Implemented Interventions (PII)'. To the right of this text is a blue circle containing the white text 'PII'. Below the horizontal line, there is a paragraph of text: 'Parent implemented interventions (PII) consist of practitioners collaborating with, training, and coaching parents to implement evidence-based practices (EBPs) with their children throughout daily routines and activities.'


# Definition of Parent Implemented Intervention

## NCAEP Report April 2020


- Parents are the primary person using an intervention with their own child
- Practitioners teach parents about the EBP
- Parent's role is to use the intervention practice to teach their child new skills
- Parents often implement other EBPs as well.




# Selecting an EBP Checklist

 Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist  
For more information, please visit: <https://efirm.fpg.unc.edu/>

**---Selecting an EBP Checklist---** 





 **Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill (short):** \_\_\_\_\_  
**Directions:** Complete this checklist to select an appropriate practice to use with the learner with ASD.

**IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:**


**COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):**

Date/Time	Frequency/Duration	Total

**DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:**

Selecting an EBP  
AFIRM Team, 2020-R  
Page 1 of 3



### CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Mastery (How/Criterion for learner progress/mastery)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

#### Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

#### Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:
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#### Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):
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#### Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:





**SELECT AN EBP:**

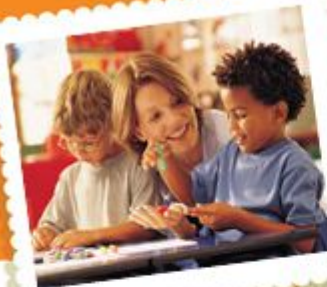
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**IF APPLICABLE, IDENTIFY ADDITIONAL EBPS TO BE USED WITH THE  
SELECTED EBP:**

<input type="checkbox"/> Reinforcement (R+)	<input type="checkbox"/> Prompting (PP)	<input type="checkbox"/> Modeling (MD)
<input type="checkbox"/> Task Analysis (TA)	<input type="checkbox"/> Time Delay (TD)	<input type="checkbox"/> Visual Supports (VS)
<input type="checkbox"/> Functional Behavior Assessment (FBA)	<input type="checkbox"/> _____	<input type="checkbox"/> _____

**ADDITIONAL NOTES:**


## Parent Implemented Intervention (PII) ---Step-by-Step Guide---



This practice guide outlines how to plan for, use, and monitor the practice of **Parent Implemented Intervention**.

Keep in mind that PII can be used to decrease inappropriate behaviors and increase appropriate behaviors.

### BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- ☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...
- ☐ Identifying evidence-based practices...

If the answer to any of these is "no," review the process of how to select an EBP.

For more information, visit:  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)

# What is Parent Implemented Intervention?

- ✓ Family centered approach to build family capacity
- ✓ Involves modeling, coaching, and collaborating with parents in the process of training parents to implement evidence-based practices (EBPs) throughout daily routines and activities with their children with ASD
- ✓ Can be used effectively to address social, communication, joint attention, behavior, school readiness, play, cognitive, adaptive, and academic outcomes



# WE ARE IN THIS TOGETHER...



Our collective focus is student success! Our current climate calls for more collaboration & creativity than ever.

Teachers recognize that this is difficult for families; please understand that it is just as difficult for our teachers and service providers

Utilize opportunities for discussion during teacher office hours.

If you are struggling, talk to your child's teacher(s) and/or call an IEP meeting!

*How can we make this learning experience meaningful for students while reducing parent, child, and educator stress? Learning should be fun!*

# EBPS across the day

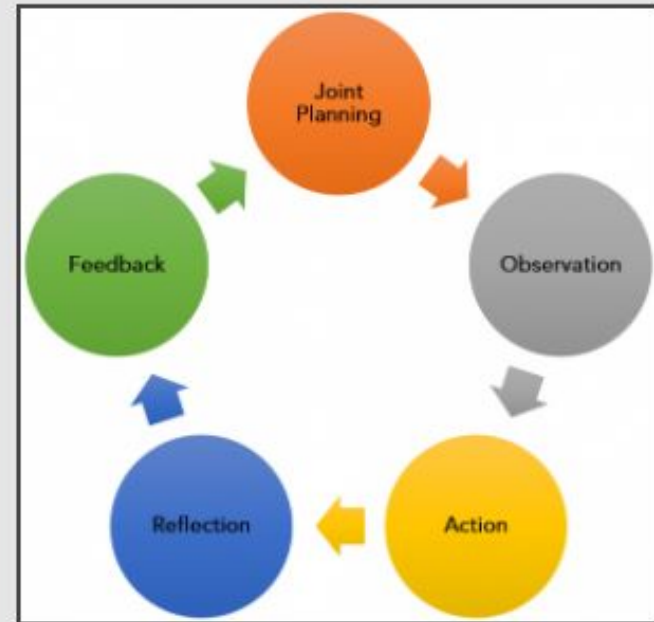
- Practitioners and parents plan and collaborate throughout the implementation process to determine which EBP to use, which child behavior or skill to target, and when to implement the EBP.

## Common Routines:

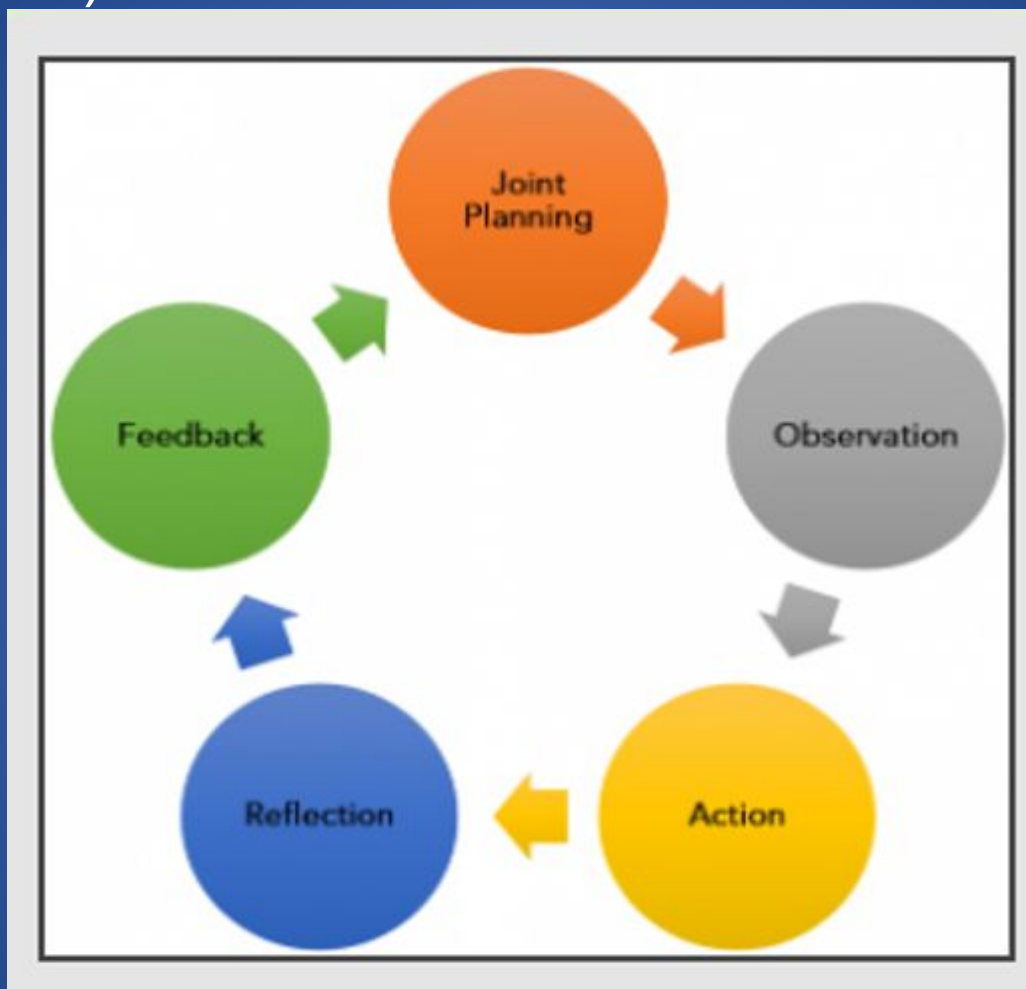
- mealtimes
- dressing
- family outings
- bath time
- anything the family would already be doing as part of their daily routine

Recommended coaching practices based on Rush and Shelden's (2011) parent coaching model include that practitioners use:

1. Joint planning which includes providing parents background information related to the EBP,
2. Observation of parent and practitioner model of the EBP for parents,
3. Action which includes encouraging parent practice and
4. Reflection which includes encouraging parent self-reflection and facilitating problem solving regarding obstacles and/or barriers encountered by parents.
5. Feedback which includes providing live feedback to parents while practicing the EBP and feedback during conversations.<sup>1</sup>



# Recommended Coaching Practices from Rush and Sheldon(2011)



# Think - Pair - Share

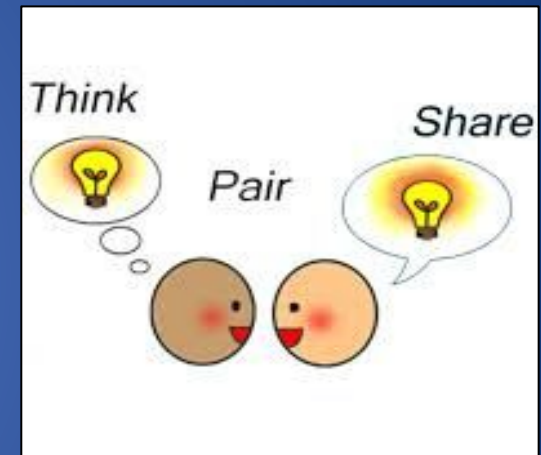
Think about how you have collaborated at home or school with caregivers/ educators/ service providers in the past to share information about an intervention.

For example:

Did you use a specific process or was this more informal?

How was that experience?

What would have made the experience better?



# Goals that can be addressed using PII

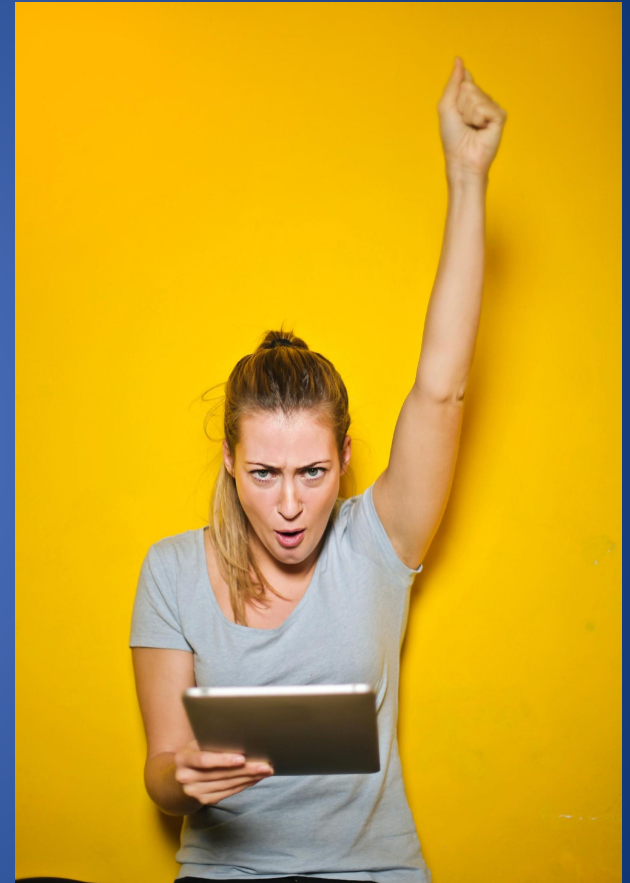
- ✓ Increase child social communication skills
- ✓ Increase child language & communication skills
- ✓ Decrease child problem behavior



- ✓ Teach children play routines and improve play skills
- ✓ Increase parent knowledge, skills and satisfaction
- ✓ Improve quality of parent-child/teen interactions
- ✓ Facilitate school readiness

# Benefits of PII for Parents

Using a family-centered approach may lead to increased parent self-confidence in their ability to participate in and implement the PII (i.e. parent empowerment), and may lead to decreases in parent stress.



# Important components to successful family-centered practices

- family collaboration
- family capacity building



# Common PII Strategies

1. Imitate
2. Follow
3. Allow
4. Play
5. Expand
6. Preferred items



# Video Example of PII Strategies



# Example

Let's listen to An Elementary Speech and Language Pathologist



# Ready Set Go.....

**Step #1 Planning**

**Step #2 Using**

**Step #3 Monitoring**



# Step 1: Planning for PII



- Identify Strengths and area of need
- Identify Routines and Activities
- Select EBPs to target areas of need
- Discuss Selected EBP

# AFIRM

Autism Focused Intervention  
Resources & Modules

## Parent Implemented Intervention (PII)

### ---PII Parent Data Log ---


Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Monitor your child and their use of the target skill during routines and activities to determine if your child has made progress.

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs Used (check)
		<input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				
		<input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs Used (check)
		<input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				
Additional Notes:				
How do you think that went?				
Did you encounter any challenges implementing the EBP?				
At which points did you see the EBP working?				
What could you have done differently?				
Do you feel comfortable implementing this EBP?				
Did your child respond positively to reinforcers?				
Did your child seem to enjoy the activity?				
Other Notes:				



**AFIRM**

Autism Focused Intervention  
Resources & Modules


## ---PII Routines Determination---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Consider using this form to determine when to implement PII at home.

Routine/ Activity	Child Enjoyment Level (circle)	Barriers / Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for PII? (circle)
<b>Morning Routines</b>				
Wake Up	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Dressing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Brush Teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				
<b>Afternoon Routines</b>				
Playtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Nap	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				



Autism Focused Intervention  
Resources & Modules

Parent Implemented  
Intervention (PII)

## ---PII Reinforcer Checklist---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Use the reinforcer checklist to help identify appropriate reinforcers. This list includes some generic items/foods/interests, but keep in mind that a reinforcer may be anything that is interesting and motivating to the learner.

**Foods for Snacks/Mealtime Routines:**

<input type="checkbox"/> Goldfish	<input type="checkbox"/> French Fries	<input type="checkbox"/> Ice Cream
<input type="checkbox"/> Pizza	<input type="checkbox"/> Pretzels	<input type="checkbox"/>
<input type="checkbox"/> Chicken Nuggets	<input type="checkbox"/> Chips	<input type="checkbox"/>
<input type="checkbox"/> Fruit	<input type="checkbox"/> Cheese	<input type="checkbox"/>

**Games for Play Routines:**

<input type="checkbox"/> Peek-a-boo	<input type="checkbox"/> Pat-a-Cake	<input type="checkbox"/>
<input type="checkbox"/> Chase	<input type="checkbox"/> Tickle games	<input type="checkbox"/>
<input type="checkbox"/> Burrito games with a blanket	<input type="checkbox"/>	<input type="checkbox"/>

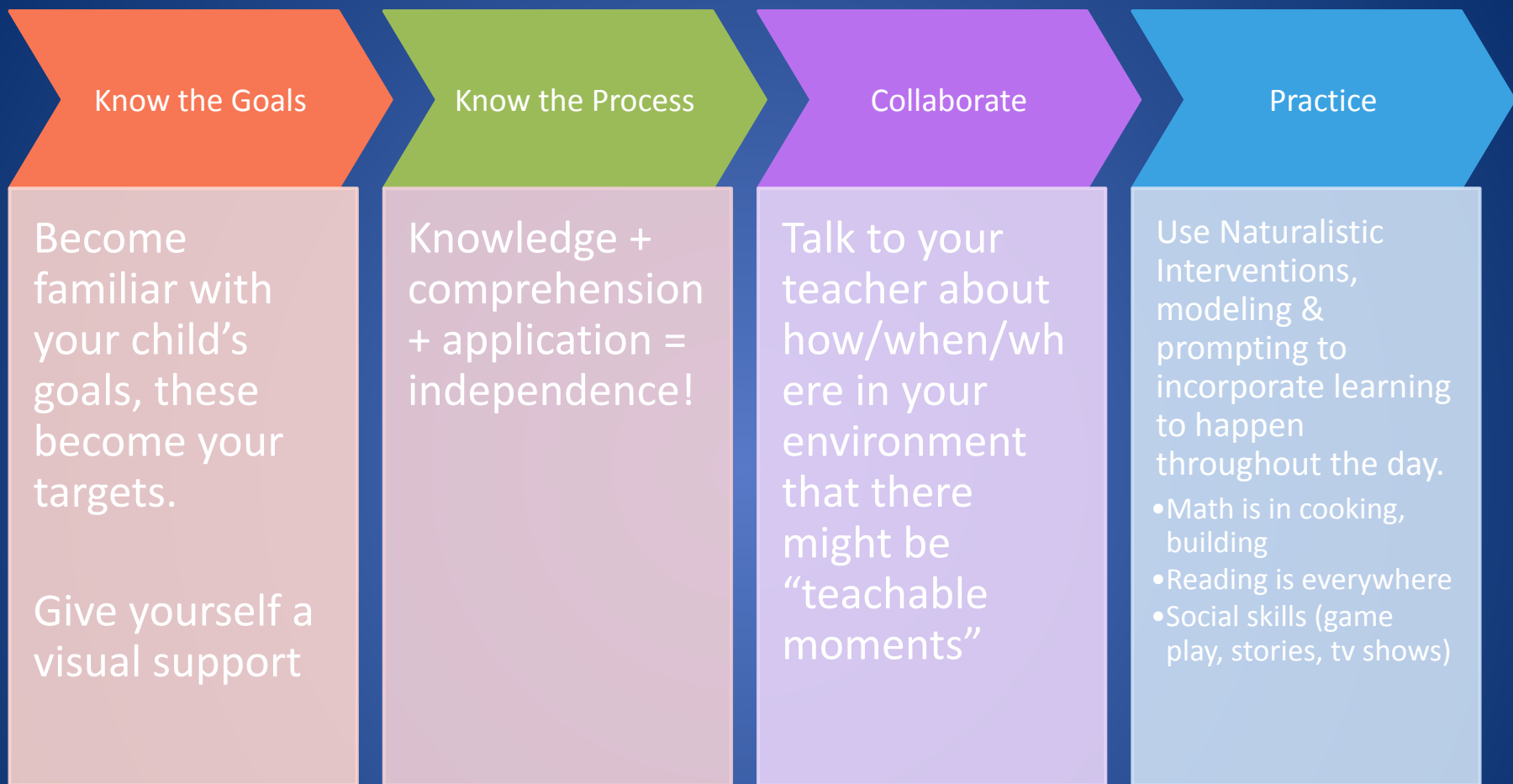
**Toys for Play Routines:**

<input type="checkbox"/> Trains and Cars	<input type="checkbox"/> Computer	<input type="checkbox"/> Books
<input type="checkbox"/> Legos	<input type="checkbox"/> Puzzles	<input type="checkbox"/>
<input type="checkbox"/> Remote controls	<input type="checkbox"/> Noisy toys	<input type="checkbox"/>
<input type="checkbox"/> Phones	<input type="checkbox"/> Doll house	<input type="checkbox"/>

**Activities Routines:**

<input type="checkbox"/> Movies	<input type="checkbox"/> Restaurant	<input type="checkbox"/> Music
<input type="checkbox"/> TV Shows	<input type="checkbox"/> Art	<input type="checkbox"/>
<input type="checkbox"/> Swimming	<input type="checkbox"/> Video Games	<input type="checkbox"/>
<input type="checkbox"/> Park/Playground	<input type="checkbox"/> Computers/Technology	<input type="checkbox"/>

**For more  
information, visit:**  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)



## Step 2: Using PII by Supporting IEP Goals at Home

## USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY

- 1) List the student's goal areas along the top of the matrix
- 2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)
- 3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used

DAILY ACTIVITY:	Goal Area: Functional Academics	Goal Area: Communication (Consult with SLP)	Goal Area: Social Skills (Consult with SLP)	Goal Area: Independence	Goal Area: Motor (Consult with OT)
WRITING	-write CVC words -copies phrases/sentences -sequences words to make a simple sentence	-writes the words spoken to him -says words as he writes.	-shares writing utensils with sibling	-Uses "count down chart"/timer to complete tasks -Checks schedule	traces/copies/draws on lines
WALK	-reads street signs	-names/describes what he sees	Verbally exchanges greetings with peers/staff	-puts jacket on -checks schedule -demonstrates safety awareness, i.e., "stop", "cross", etc. Checks schedule.	-walks 15 mins with parent  -takes jacket on/off/zips and unzips
SNACK	-counts requested number of food items -reads snack words -determines how many crackers he wants/has left -follows mini-schedule	-makes choices between foods - identifies/says texture of the food, i.e., soft, hard, etc. -tells if he likes/dislikes -uses social scripts: I want more, please.	-sits appropriately next to sibling -offers snack to parent or sibling	-checks schedule -wipes table & throws away mess -washes hands before & after (follows mini-task schedule)	-opens and closes packages -uses utensil -wipes table
WORK TIME	-completes tasks on numbers, words, puzzles -recognizes opposites -copies/writes 1-3 word phrases	-asks for help -makes comments on what he's doing -makes request -recognizes opposites	-shares with sibling -plays cooperatively with sibling	-checks schedule -plays /works with sibling	- writes/copies/draws

# “LEARNING IS A PROCESS NOT A PRODUCT”

Learning is not a person (teachers), place (school), or thing (work).

Learning is a process (a relationship with information and connection to people who help us grow)

What are our targets? Whole child, all abilities

- Academics- Traditional reading, writing, math, etc.
- Adaptive Skills- Self-help skills including daily living, community awareness, leisure, health, etc.
- Social/Emotional- Social awareness, relationships, self-awareness, self-management/regulation
- Executive Functioning- Planning, organizing, memory, time management

We tend to get caught up on the academics, BUT if our kids don't have the other skills, then the academics are useless.

# SAN GABRIEL POMONA REGIONAL CENTER (SG/PRC) & EBP's/CAPTAIN Collaboration

*“Service, Supports & Advocacy for Individuals  
with Developmental Disabilities & Their Families”*

*Presented by Rosa Chavez, Associate Dir. of Family & Transition  
Services & Daniela Santana, Dir. of Client Services*



# SG/PRC Mission Statement

San Gabriel/Pomona Regional Center works in partnership with individuals with developmental disabilities, their families, service providers, and the community, to promote choice, empowerment, independence, and full inclusion into community life.

The Regional Center represents the Community in Supporting and Advancing the Intent and Entitlement of the Lanterman Developmental Disabilities Services Act through services such as assessment, advocacy, service coordination, education, training, communication, resource development and prevention services.

1 of 21 Regional Centers in California – for more information visit [SGPRC.Org](http://SGPRC.Org)



# WHAT IS SG/PRC's Role with CAPTAIN?

- Advocacy of Evidence-Based Services
- Funding of In-Home Evidence-Based Services
  - Purchase of Service Policy
  - ABA
  - Social Skills
  - Parent Training
  - 1:1 Behavior Services
  - Other
- Monitor effectiveness at time of IPP Review for cont. funding
- Observations by in-house BCBA



# WHAT IS SG/PRC's Role with CAPTAIN?

Training & dissemination of EBP's with SG/PRC staff and vendor providers

- Onboarding
- Residential Services Orientation , Technical support
- Other trainings

Internal Committees to support review of funding for EBP's

- Bio Behavioral Consultation Committee
- Medication Review Committee
- Dental Desensitization Clinic
- Other



# Success Story w/ SG/PRC & CAPTAIN Collaboration/EBP's

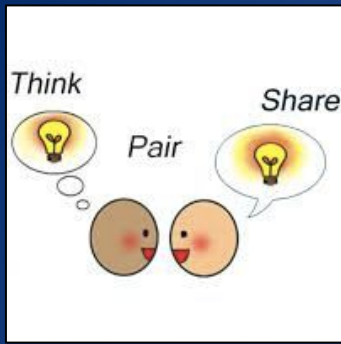
## Dental Desensitization Clinic

- Unique statewide
- Utilization of EBP's to desensitize eligible participants
- Specific dental procedures, check-ups, x-rays, cleaning
- Patients demonstrate increase in tolerance
- Sedation/Restraints for indicated procedures

## Western University Partnership

- 1st year students participation
- Utilize AFFIRM Modules, learning of EBP's **AFFIRM Modules**
- Dissemination of EBP's
- Potential provider in the future!





# My Takeaways

1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?

# MORE RESOURCES

- [CAPTAIN \(California Autism Professional Training and Information Network\)](#)
  - [AFIRM Modules \(Parent Training\)](#)
  - [ADEPT \(Autism Distance Education Parent Training\)](#)
  - [SELPA CAPTAIN Resources](#)
  - [Using EBP in the home and community-Video](#)
- [Iris Institute](#)

# Post Training Survey

Please complete the  
**Post Training  
Survey**

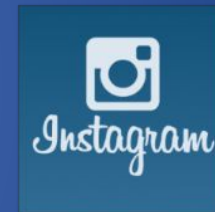




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CAPTAIN\_EBPS



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[captain@marinschools.org](mailto:captain@marinschools.org)