

Remote Training

CARD eLearning® is an evidence-based, effective telehealth training program for entry-level autism paraprofessionals.

- 40-hour online training course designed to facilitate effective intervention for children with autism
- Equips users with foundational knowledge in autism and research-proven intervention techniques



✓ Module 3 - What is EIBI?

A diagram illustrating EIBI (Evidence-Based Instruction) data collection. It shows a rounded rectangle containing the text 'EIBI' in a large font, followed by 'MAJOR TYPES OF DATA COLLECTION' and 'FREQUENCY'. Below this, a bullet point states 'Each occurrence of the behavior is recorded', followed by the visual representation '|||| = 4', where four vertical bars represent the count of occurrences.

EIBI
MAJOR TYPES OF DATA COLLECTION
FREQUENCY
• Each occurrence of the behavior is recorded
|||| = 4

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Evaluation of an eLearning tool for training behavioral therapists in academic knowledge of applied behavior analysis

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Center for Autism and Related Disorders, United States

Remote Assessment

- Skills™ is an web-based comprehensive assessment and treatment tracking tool.
- Comprehensive assessment is vital to the successful implementation of telehealth services.
- Effective telehealth assessment facilitates parent participation.
- Parent participation in the assessment process reduces costs and increases access.
- Multiple translations provide access to underserved populations.

Skills™ THE EFFECTIVE PROGRAM FOR AUTISM RECOVERY

LIVE HELP: Available [Doctor](#)

1 Choose Child 2 Start Assessment 3 Choose Activity 4 Start Treatment

Gabriel Dixon [How to use this page](#)

Assessment Questions

List All Skills by Lesson, Curriculum Search skill by keyword or topics

Assessment > Assessment Questions

Language Curriculum Lesson: Level 1: Echoics

ID#	Questions and examples	Yes	No	Probe	
1. 18	Does your child imitate sounds when told to do so? View example...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear
2. 20	Does your child imitate a consonant-vowel blend when told to do so? View example...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear
3. 21	Does your child imitate a vowel-consonant blend when told to do so? View example...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear
4. 24	Does your child imitate words when told to do so? View example...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear
5. 25	Does your child imitate 2-syllable sentences when told to do so? View example...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear

Progress Charts

Treatment Progress Lesson Details Clinical Timeline Verbal Operants

Skill Area	No (%)	Yes / Known (%)	Mastered (%)	Generalized (%)
Social	28	12	0	0
Motor	68	15	0	17
Language	52	45	0	0
Adaptive	85	13	0	0
Play	52	45	0	0
Exec. Func.	52	45	0	0
Cognition	65	33	0	0
Academic	75	23	0	0
Overall	60	30	0	10



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A comprehensive evaluation of language for early behavioral intervention programs: The reliability of the SKILLS Language Index

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Review

A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders

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Remote Treatment Planning

- Qualified Autism Service Provider develops, implements, and supervises administration of the individualized treatment plans.
- Individualized treatment plans are created based upon the assessment results.
- Each treatment plan is tailored to address the individual needs of each child.

The screenshot shows the 'Skills' website interface. At the top, the logo 'Skills' is displayed with the tagline 'THE EFFECTIVE PROGRAM FOR AUTISM RECOVERY'. Navigation links include 'LEAVE A MESSAGE', 'Skills Live', and 'Doctor'. A progress bar shows four steps: 1. Choose Child, 2. Start Assessment, 3. Choose Activity, and 4. Start Treatment. The current step is 'Choose Activity', which is highlighted in green. Below the progress bar, there is a 'Greg demo' link and a 'How to use this page' link. The main content area is titled 'Choose Activities' and features a dropdown menu for 'Curriculum' set to 'Adaptive' and another for 'Lesson' set to 'Level: 1 - Feeding (DM: Personal)'. There is a 'Show Lesson Purpose' link and a 'Show Hidden' checkbox. The content is organized into two sections: 'Lesson Section: Self-Feeding Finger Foods' and 'Lesson Section: Drinking From A Cup'. Each section contains a table with columns for 'Activity Text', 'Info', 'Add', 'Known', and 'Hide'. The 'Self-Feeding Finger Foods' section has two rows of activity text, each with a '0 2 Fm' icon. The 'Drinking From A Cup' section has one row of activity text with a '0 6 Bb' icon.



Treatment implementation

- Paraprofessional implements the individualized treatment plan.
- Progress is automatically tracked as paraprofessional updates client treatment data.

Details Status

[Generate Activity Brief](#) [Print](#)

Average Age Of Skills

5 - 7 yrs.:

- Uses a napkin to clean his / her hands and face throughout and / or following meals

IEP Benchmark

By (date), (name) will retrieve and use a napkin to wipe his / her face and hands, when necessary **without** being instructed, across (settings) and (people) with 100% accuracy in (# out of #) opportunities, as measured by (person responsible and data collection method).

Activity

SD 19
The child has dirty face / hands

R 19
The child gets a napkin and uses it to wipe his / her face and hands.

Examples

- **SD:** The child is drinking milk and gets milk on his / her face.
R: The child gets a napkin and uses it to wipe his / her face.
- **SD:** The child is eating an ice cream sundae and gets chocolate on his / her hands.
R: The child gets a napkin and uses it to wipe his / her hands.

Task Analyses

- The behaviors outlined in the following sample *Task Analysis* (TA) may be taught using forward, backward, or total task chaining.

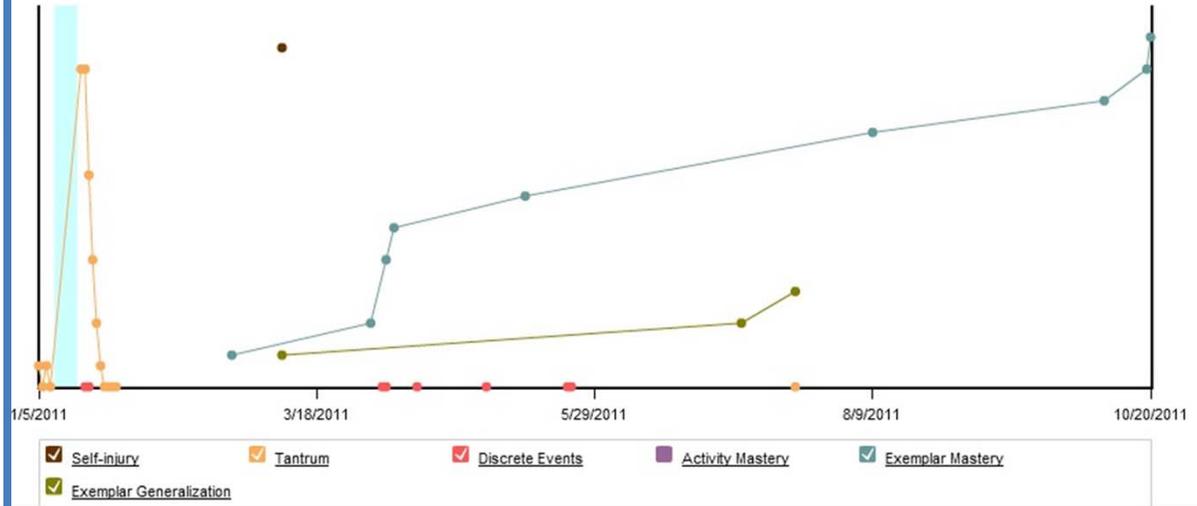
Getting and Using a Napkin

1. The child picks up a napkin.
2. The child uses a downward motion to wipe the left and right side of his / her mouth.
3. The child uses a side-to-side motion to wipe his / her upper and lower lip.
4. The child uses a downward motion to wipe his / her chin.

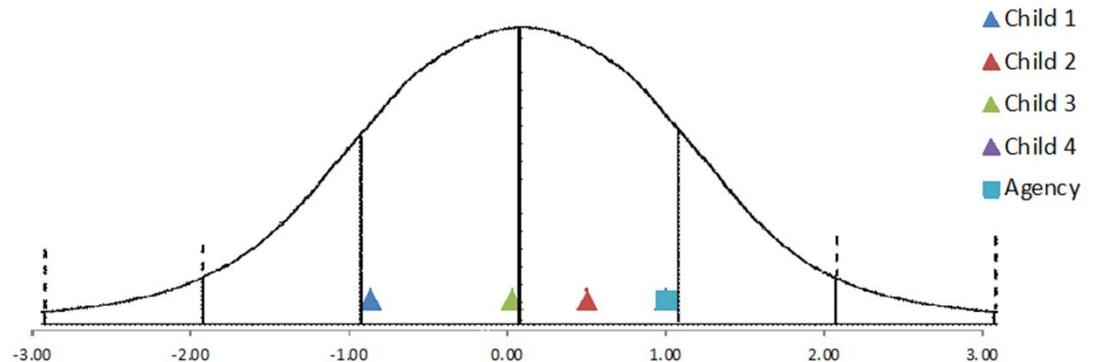


Remote Supervision

- Qualified Autism Service Provider monitors progress and adjusts treatment plan as necessary.
- Real-time data tracking and outcome benchmarks facilitate evaluation of treatment progress.
- Video conferencing assures fidelity of treatment implementation via direct observation of the consumer.



Child 1		Child 2		Child 3	
Outcome Score	-0.86	Outcome Score	0.50	Outcome Score	0.03
Actual Mastery	39	Actual Mastery	45	Actual Mastery	26
Expected Mastery	63.2	Expected Mastery	33.4	Expected Mastery	25.2
Age (years)	6	Age (years)	2	Age (years)	5
Monthly Treatment Ho	160	Monthly Treatment Ho	100	Monthly Treatment Ho	80



CARD Behavioral Database

- Skills™ facilitates the acquisition of data to identify the needs of individuals with ASD.
- Analysis of data guides provider or regional center treatment focus.
- Currently the CARD Behavioral Database is in the process of becoming federated with the National Database for Autism Research at the National Institutes of Health.
- Deidentified information gathered through the database will contribute to research and hasten significant discoveries.

