

ECHO in Education

K-12 and Caregiver Applications

7/12/2022

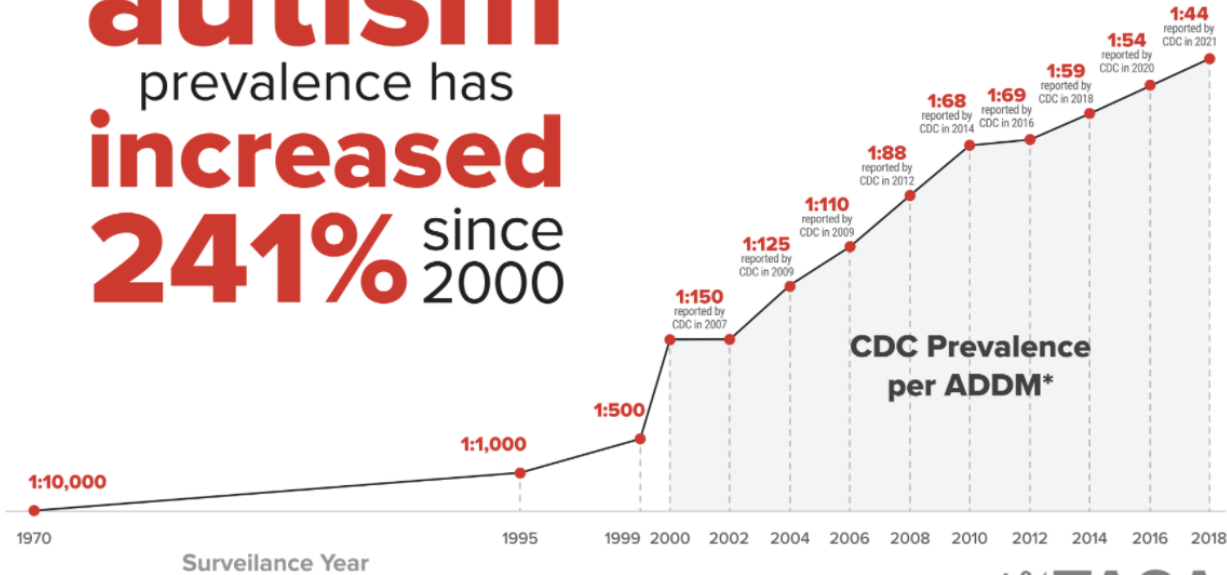
Rose Nevill, PhD

Research Assistant Professor of Education



Autism in Virginia's Schools

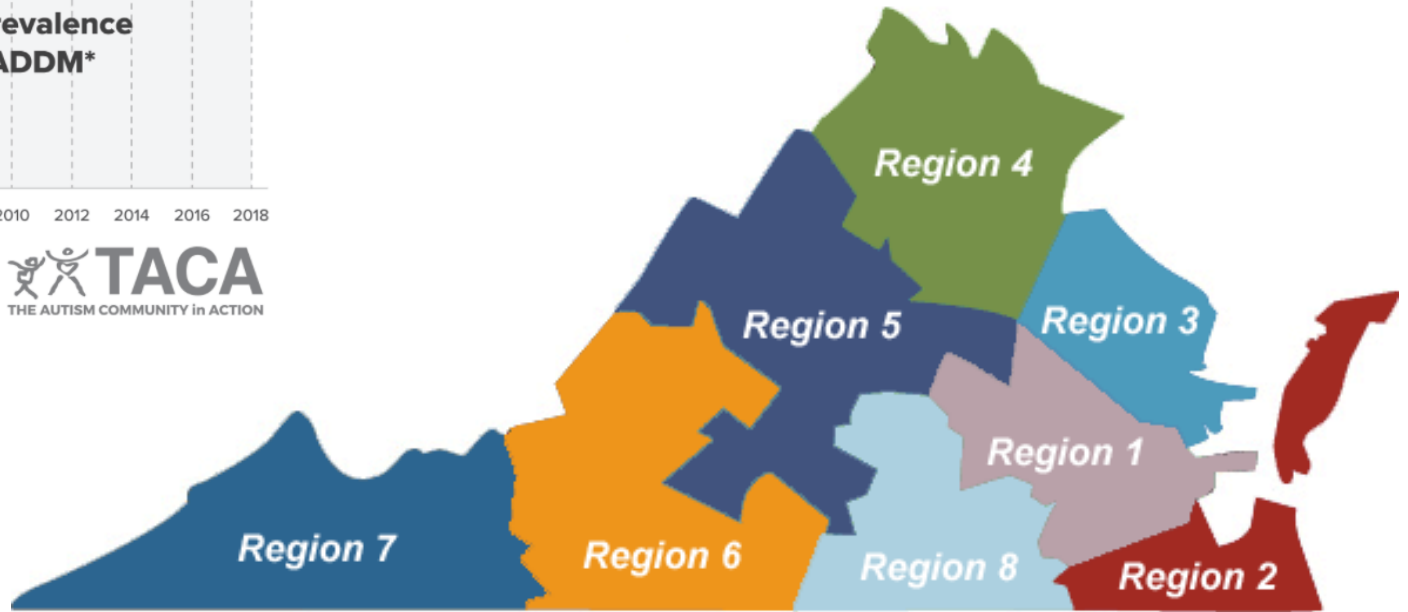
autism prevalence has increased **241%** since 2000



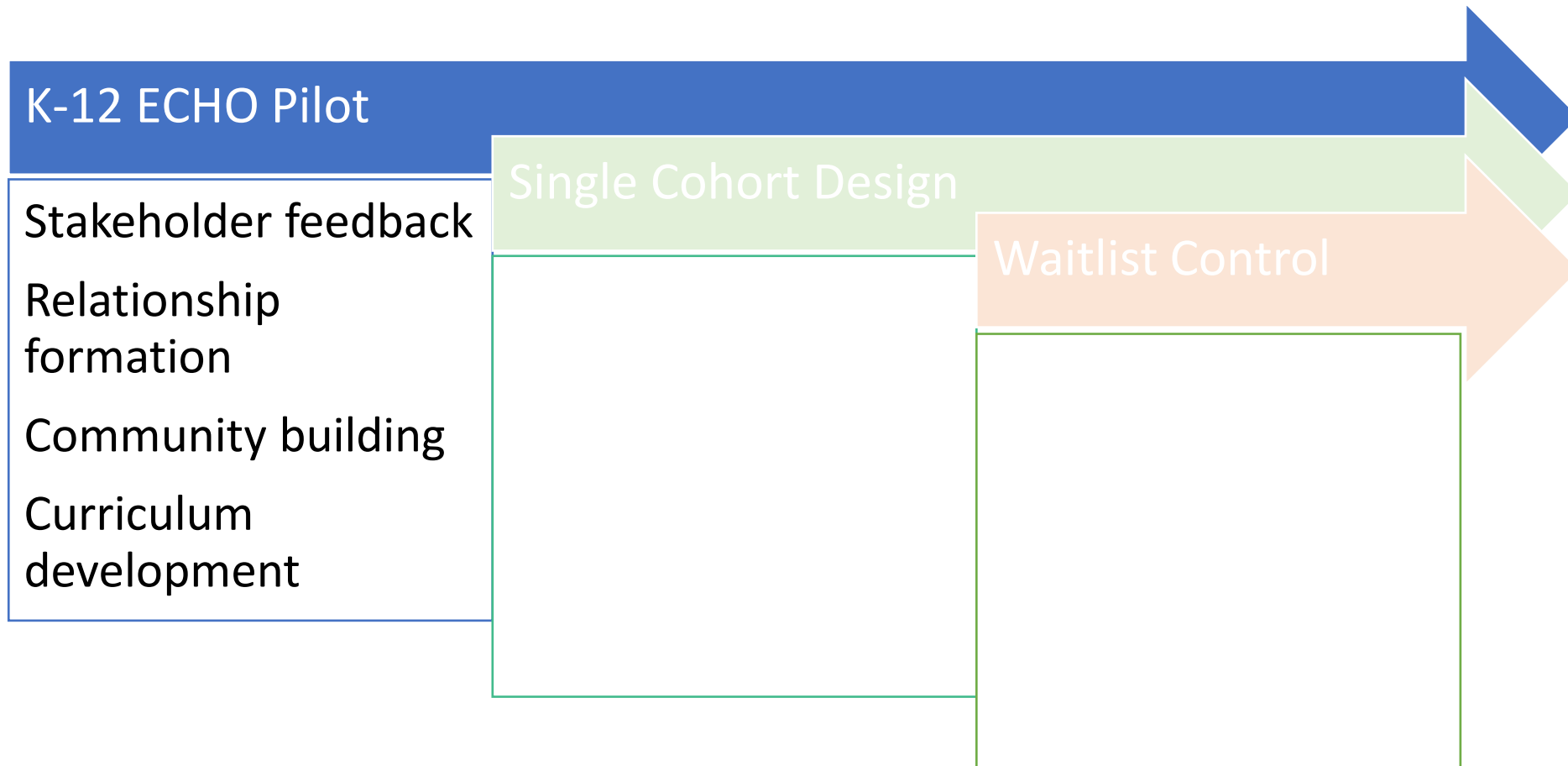
*ADDM (Autism and Development Disabilities Monitoring Network)



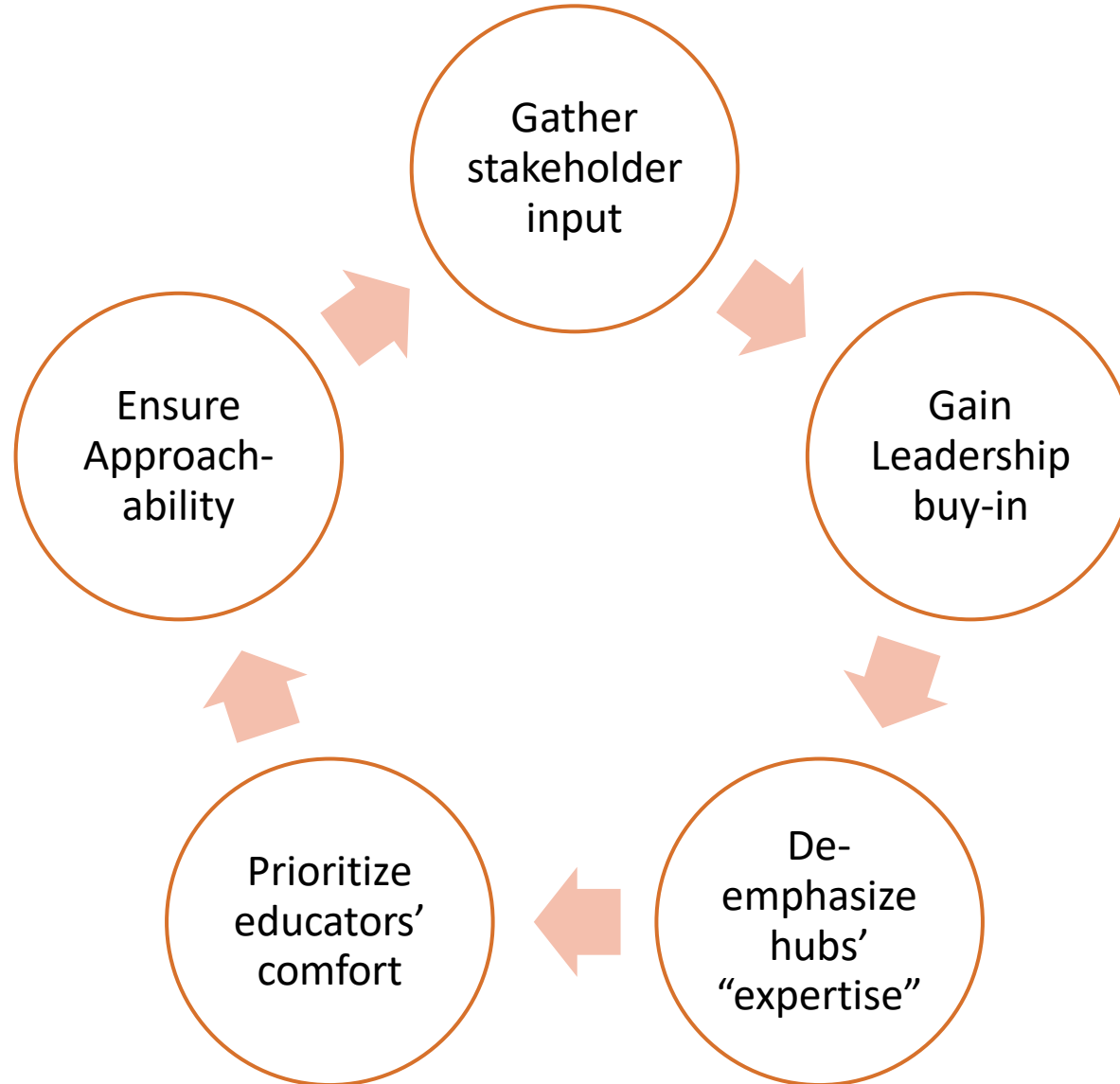
14% special education students receiving services under Autism classification



Process for Designing a K-12 ECHO



ECHO in Education Design



UVA ECHO in Education: Hub Team

- Facilitator
- Special Education Faculty
- BCBA's
- Clinical Psychologist
- School Psychologist
- Speech and Language Pathologist
- Family Representative

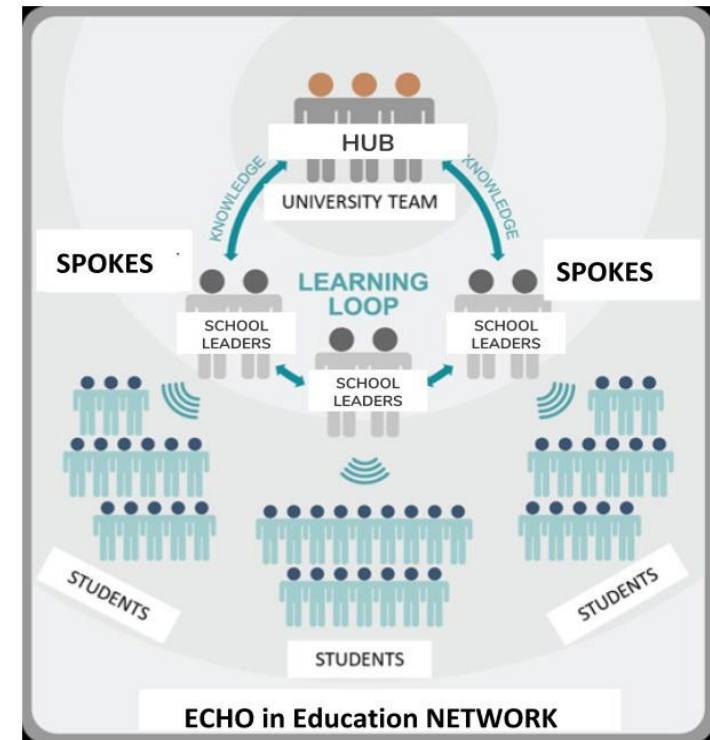


K-12 ECHO Pilot



Anatomy of an ECHO in Education

- ★ **Network Introductions (5 min)**
 - Network (Spokes)
 - Hub
- ★ **Announcements (2 min)**
- ★ **Case/Composite Presentation (25 min)**
 - *Clarifying Questions*
 - Network (Spokes)
 - Hub
 - *Recommendations/Suggestions*
 - Network (Spokes)
 - Hub
- ★ **Workshop (25 min)**
- ★ **Closing (2 min)**



Workshop Schedule

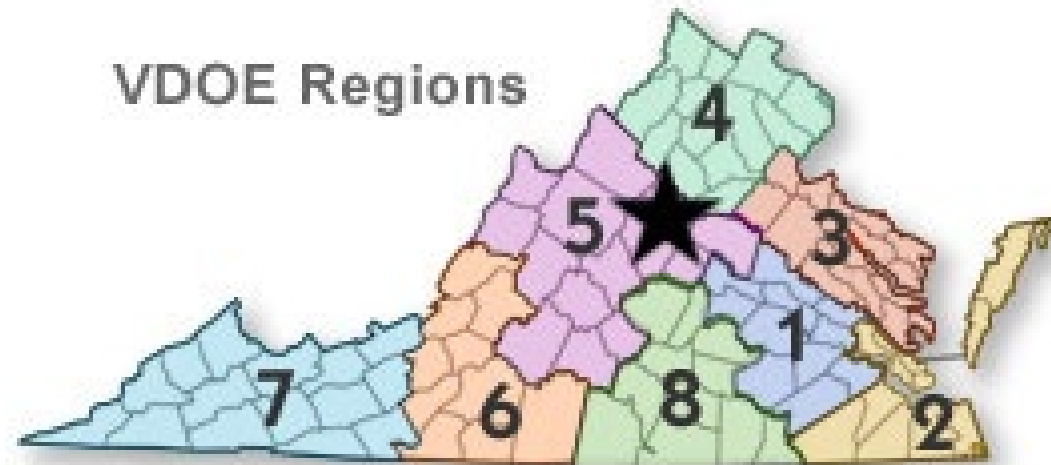
- March 5: *Autism Spectrum Disorder 101*
- March 19: *Setting up a Supportive School Environment*
- April 2: *Responding to Challenging Behaviors*
- April 16: *Managing Behavioral Outcomes*
- April 30: *Individualizing Instruction*
- May 14: *Family Engagement and Resources*



K-12 ECHO Pilot

Recruiting Network Spokes

K-12 District and School Leaders and specialists who work with students with ASD



Re: Echo Sessions for Spring 2019

Today at 9:30 PM

Hi, Gale -

Thank you so much! Very much looking forward to participating, and I appreciate the training you are providing for administrators, in particular those of us that do not have a formal special education background, but realize that this is a big part of our work.

Carl

Assistant Principal



K-12 ECHO Pilot

EXAMPLE OF A CASE NARRATIVE

Driving question: How can we best support the behavior of a newly identified kindergarten student with ASD to encourage academic tasks?



K-12 ECHO Pilot

Case Information

Background

- 5-year-old male in Kindergarten, no formal preschool experience
- Recently ASD dx
- Receptive and expressive language skills significantly delayed; limited spontaneous language, echolalia
- Below grade level in all academic areas
- Inconsistent school attendance
- Has yet to develop consistent joint attention and reciprocity
- Sensory needs

Classroom supports

- Spends majority of the day in General Ed. (1 teacher & 1 IA) classroom with Special Ed. teacher or Special Ed. IA support



K-12 ECHO Pilot

Case Information

Behavior of Concern

- Frequent avoidance/elopement during academic tasks (esp. fine motor)
 - *Crawling under tables; climbing, jumping, running on tables; leaving designated area*
 - *Biting, hitting, kicking*
 - *Takes off shoes and socks (improvement from all clothes)*

Past Strategies Used

- IF/THEN board with 3 tasks to a preferred activity, ABC chart, SPED teacher support during escalation, visual cues, schedules (implemented inconsistently, even though effective), simplified directions, modified assignments, frequent breaks, flexible seating
- Has access to ABA/behavioral specialist, autism specialist, and SLP



K-12 ECHO Pilot

Narrative Recommendation Form

- Recommendations from the Hub team are summarized and then sent to the case/composite presenter
- Additional recommended resources shared in Resources Library (Google drive)



CURRY SCHOOL of EDUCATION
and HUMAN DEVELOPMENT
Supporting Transformative Autism Research



UVA ECHO in Education: Autism in Schools for K-12 School Leaders

RECOMMENDATIONS/SUGGESTIONS FORM from Case Presentation

For ECHOed Session ID #:

Initial Presentation Date:

Facilitator:

Hub Team Members:

After review of information provided and thoughtful discussion of this case, the following recommendations and suggestions have been made:

Targeted Areas of Support	Recommendations/Suggestions
	•
	•
	•
	•
	•

Signature of ECHO in Education Facilitator

Date

K-12 ECHO Pilot



Pilot Feedback and Lessons Learned

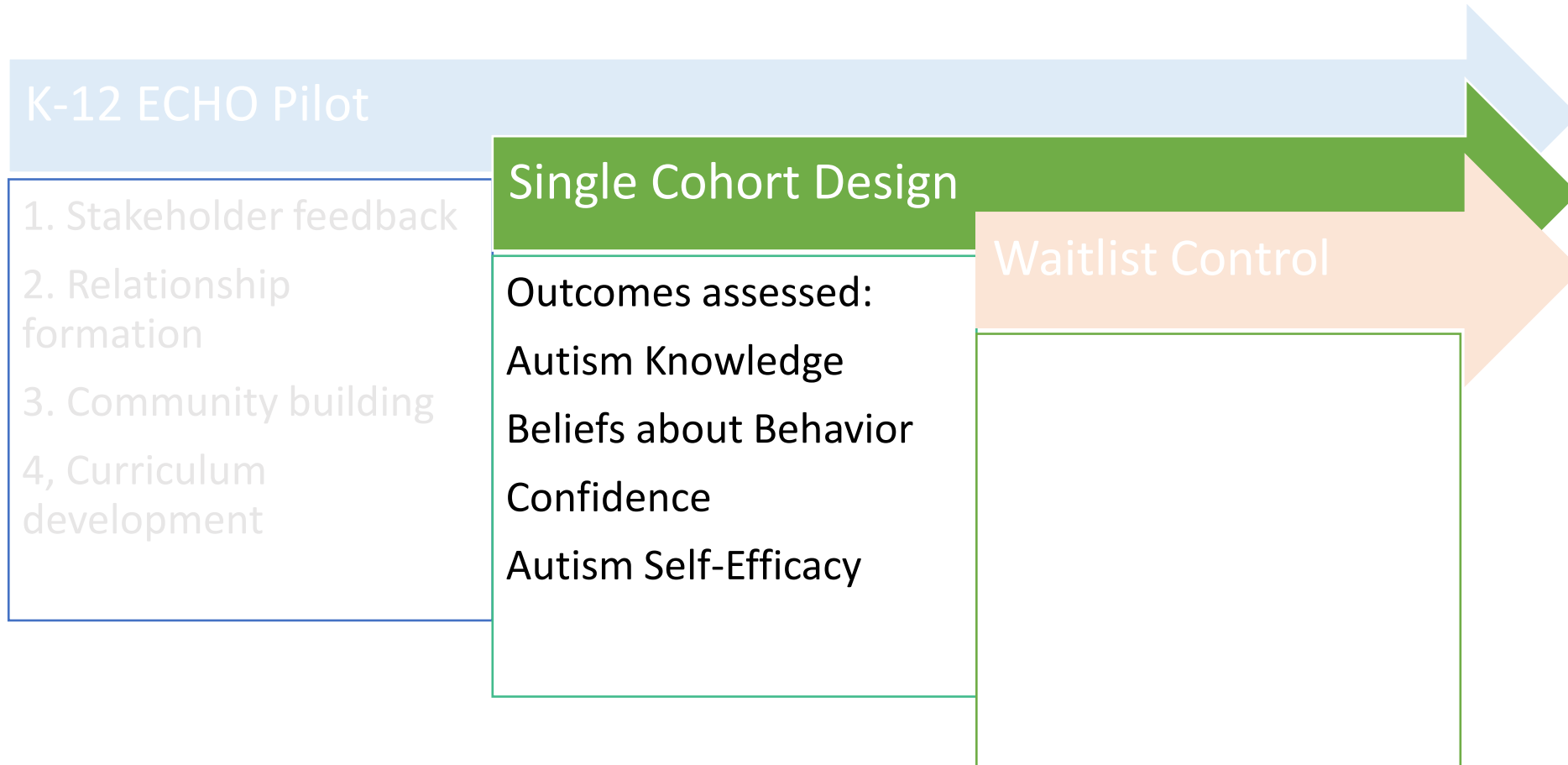
- Validation of initial relationship building
- Smaller hub team
- Fewer spokes
- More networks
- Open for ALL educators
- More behavioral workshops

“I enjoyed the UVA ECHO sessions...I feel I am better equipped to help students with autism.”

Thank you for opening these sessions up for regular teachers and not just special education [teachers].”

K-12 ECHO Pilot

Process for Designing a K-12 ECHO



UVA ECHO in Education: Autism in Schools

Cohort 1: January 28th – March 3rd 2020

DO YOU WORK WITH STUDENTS WITH AUTISM IN YOUR SCHOOL?

GET **FREE** ACCESS TO A VIRTUAL COLLABORATIVE NETWORK WITH AUTISM SPECIALISTS AT UVA

RECEIVE UP TO \$200 FOR YOUR PARTICIPATION!

UVA IRB-SBS Protocol #3371

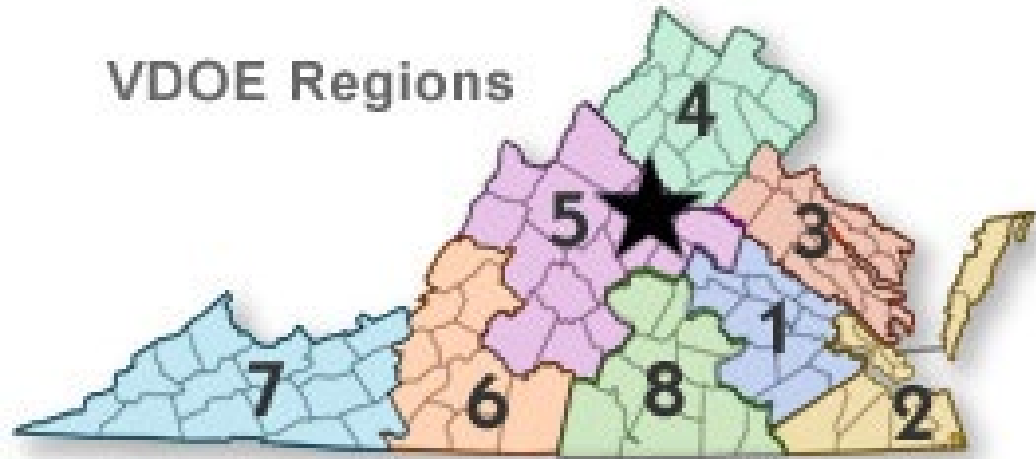
CLICK TO REGISTER or LEARN MORE



Online.
Get real-time advice from a panel of UVA specialists.

Collaborative networking
Opportunities to learn with and from colleagues and specialists from across the state.

Participate
Participate virtually 3:30-4:30 | Tuesdays



Certificate of Attendance provided

UNIVERSITY OF VIRGINIA
CURRY SCHOOL OF EDUCATION
and HUMAN DEVELOPMENT
Supporting Transformative Autism Research

Workshop 1 - Autism Spectrum Disorder 101
Workshop 2 - Setting up a Supporting School Environment
Workshop 3 - Responding to Challenging Behaviors
Workshop 4 - Managing Behavioral Outcomes
Workshop 5 - Individualizing Instruction
Workshop 6 - Family Engagement and Resources



Outcomes Measurement

Pre-network

- Demographic Survey
- Autism Self-Efficacy Scales for Teachers
- Beliefs about Behavior
- Autism Knowledge Survey
- Confidence Scale

Post-sessions

- Satisfaction surveys

Post-network

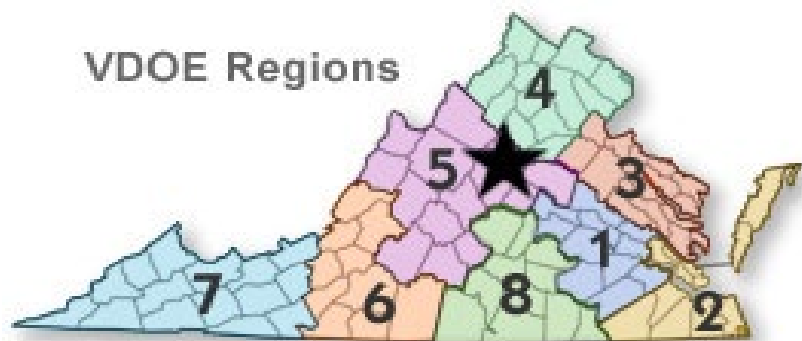
- Pre-network measures
- Satisfaction

Cohort 1 Evaluation



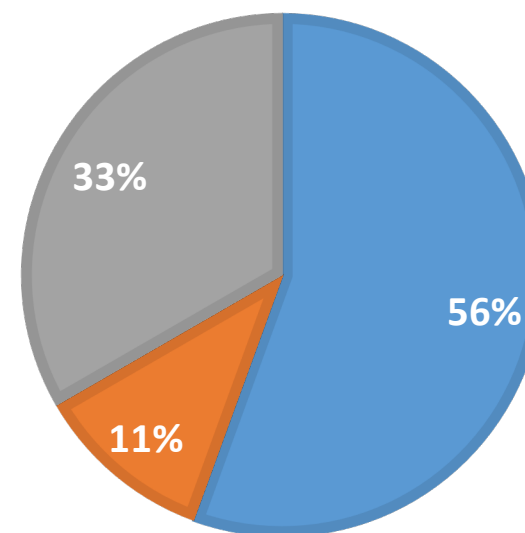
Pilot Group

- 9 participants from all 8 regions
 - SPED Teachers (5)
 - Paraprofessional (1)
 - Assistant Principal (1)
 - Principal (1)
 - SPED Coordinator (1)



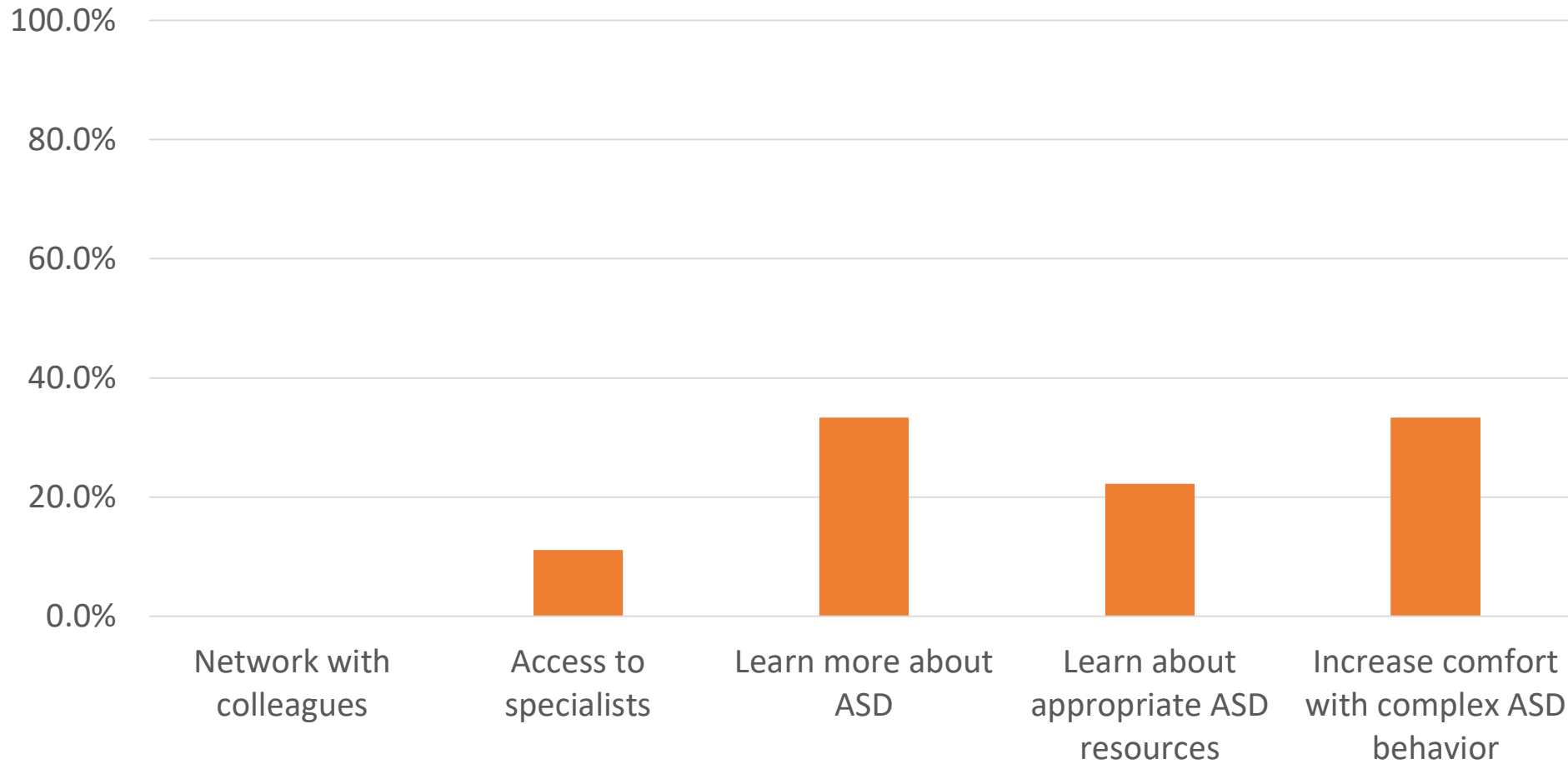
SCHOOL SETTING

■ Elementary School ■ Middle School ■ High School

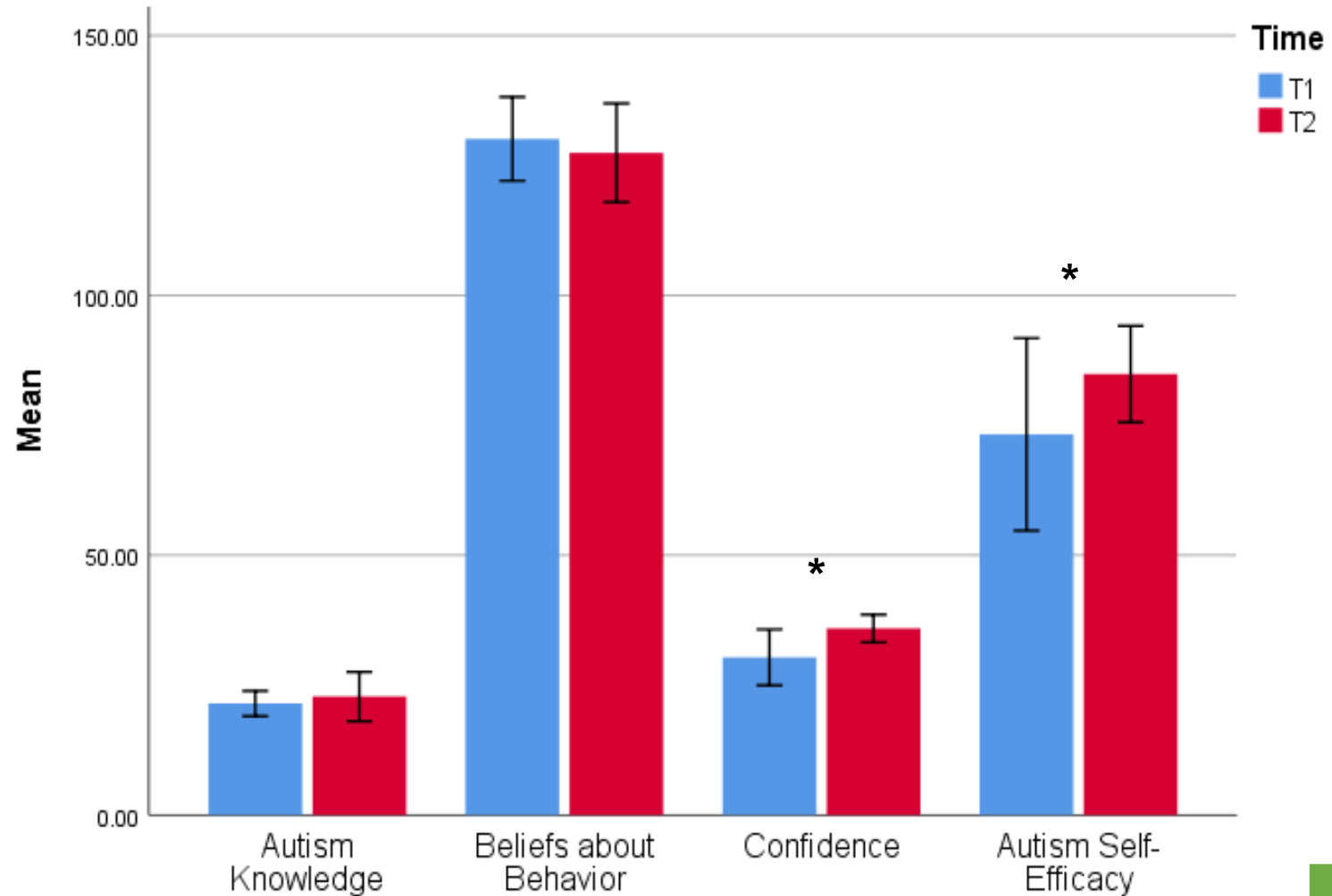


Cohort 1 Evaluation

Reasons for Participation



Core Outcomes

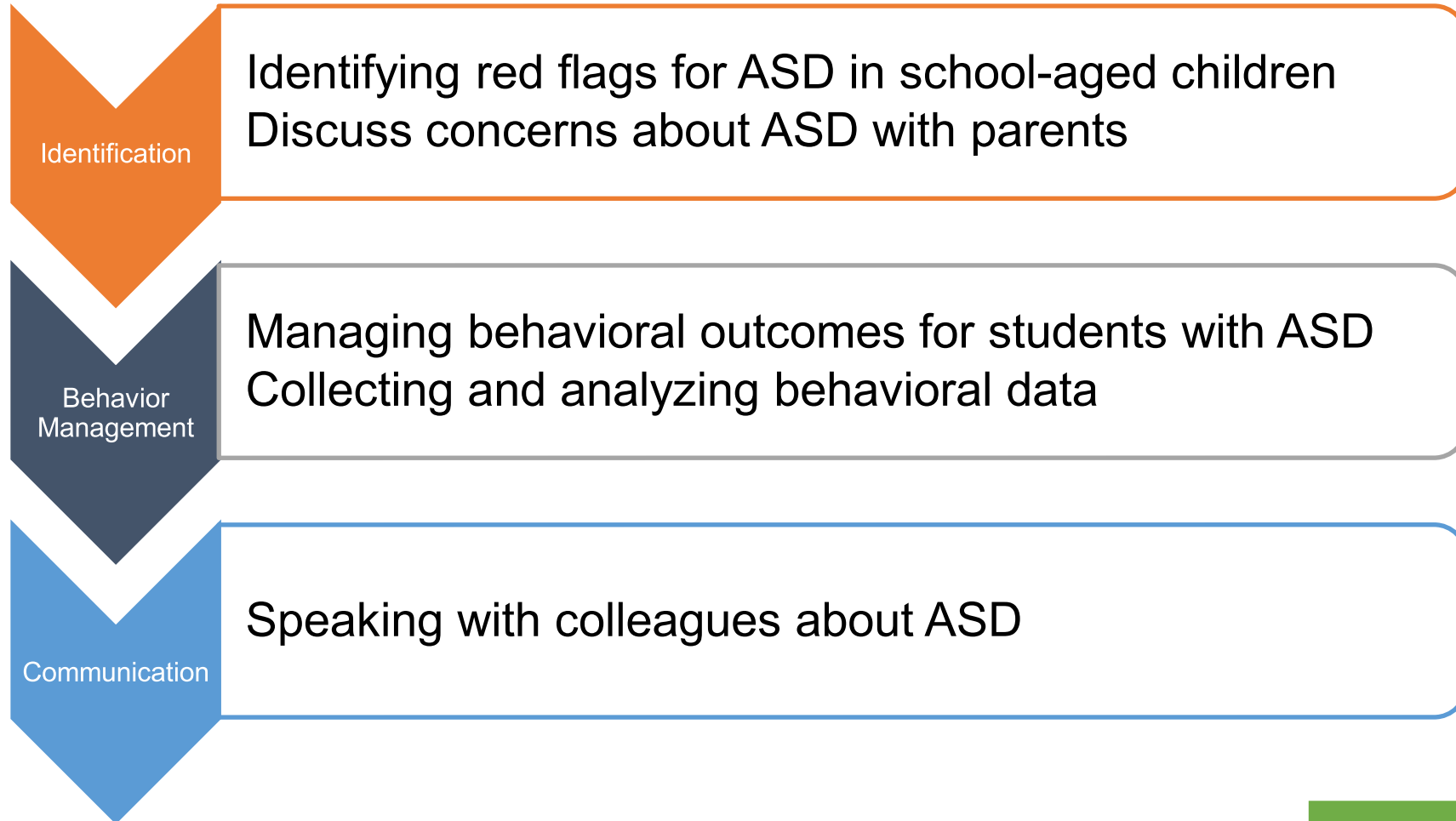


Error Bars: 95% CI

Cohort 1 Evaluation



Confidence Increases (5/10 items)



Cohort 1 Evaluation

Autism Self-Efficacy Increases (9/24 items)

Describe and identify autism

Describe implications for intervention

Generate teaching activities

Implementing PBS

Teaching social skills

Teaching play skills

Promote communication

Organizing classrooms

Training peer models

Short 1 Evaluation



Satisfaction

**Overall (4.2
– 4.8/5)**

“I used one of the suggestions given to me last week for my student. So far so good.”

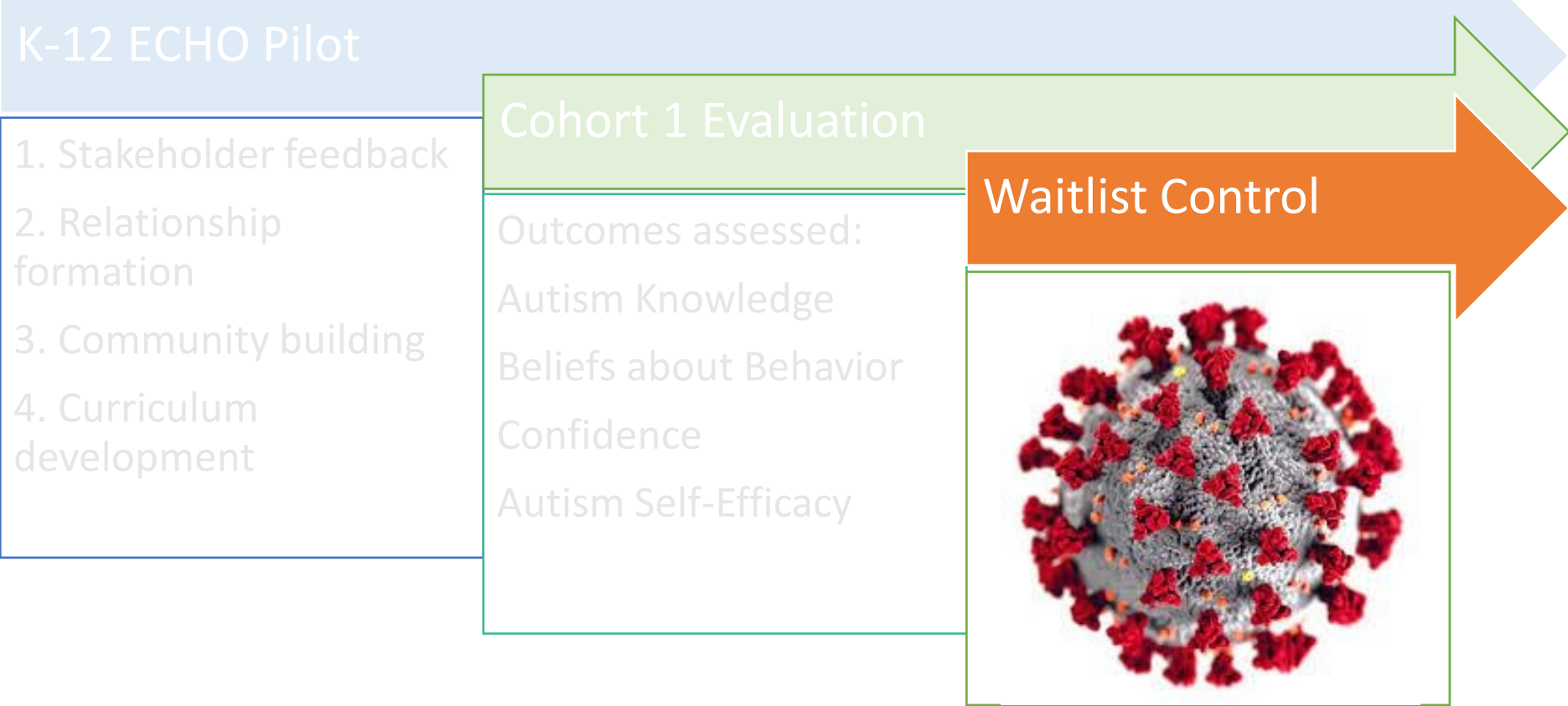
“I really enjoy hearing about the different case studies. It helps me when I think about my own students and gives me lots of ideas and questions to ask myself regarding their progress as a student in my room.”

“I thought the staff were extremely professional (beginning and ending on time) and handled the technology glitches seamlessly. I really liked that there was such a broad range of people at the table – all giving a bit of advice to help from their unique perspective.”

“I presented my case this past week and was so grateful for all the helpful information, insight, and ideas from members of the ECHO cohort and specialist team. I truly feel I have some very concrete ideas for moving forward with [my] student that I have been having trouble with... I really appreciate how we always begin and end on time. It shows a lot of respect for our time – which rarely happens in the classroom... thank you!”

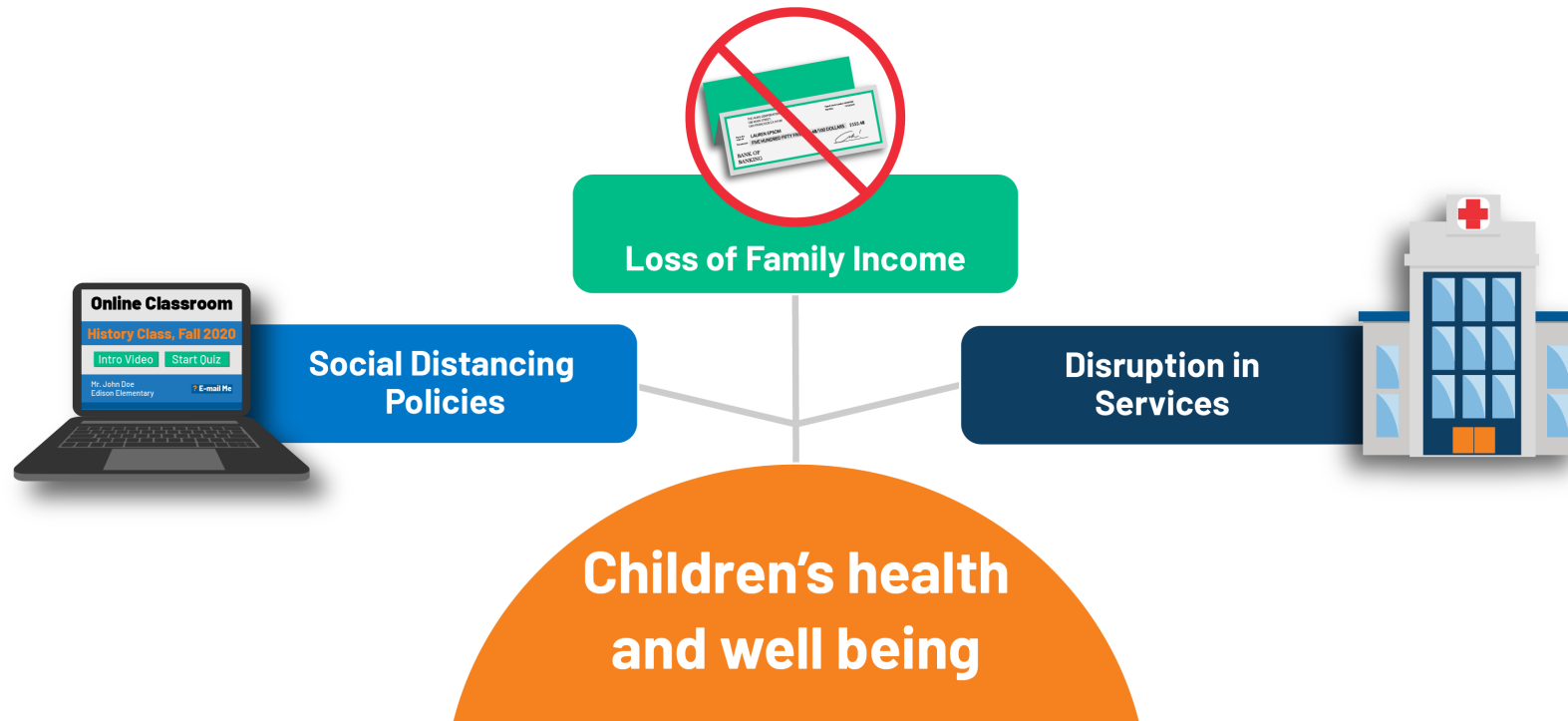
Cohort 1 Evaluation

ECHO in Education



COVID-19 impact on Families

Factors Negatively Impacting Children's Health and Well-Being During COVID-19



Caregiver ECHO: COVID-19 Supports

- Due to COVID-19, many caregivers have taken on new roles as therapists and educators due to limited in person-service access


IS YOUR CHILD DEMONSTRATING CHALLENGING BEHAVIORS AT HOME DURING COVID-19?

WE ARE RECRUITING CAREGIVERS OF CHILDREN WITH ADHD, ASD, ID, & SLD FOR A FREE VIRTUAL BEHAVIOR SUPPORT NETWORK

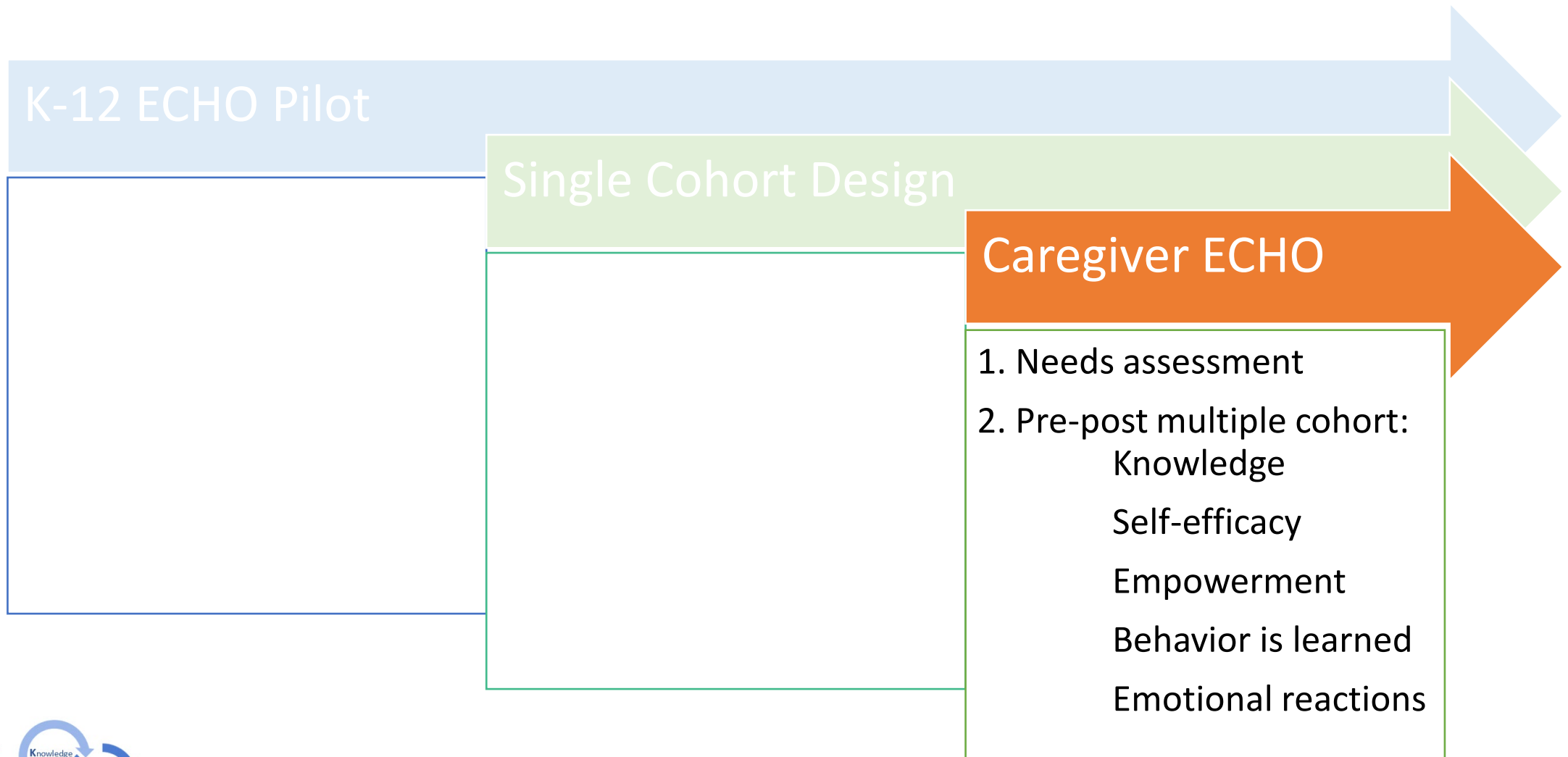
RECEIVE UP TO \$75 FOR YOUR FULL PARTICIPATION

CLICK THE LINK ABOVE TO LEARN MORE

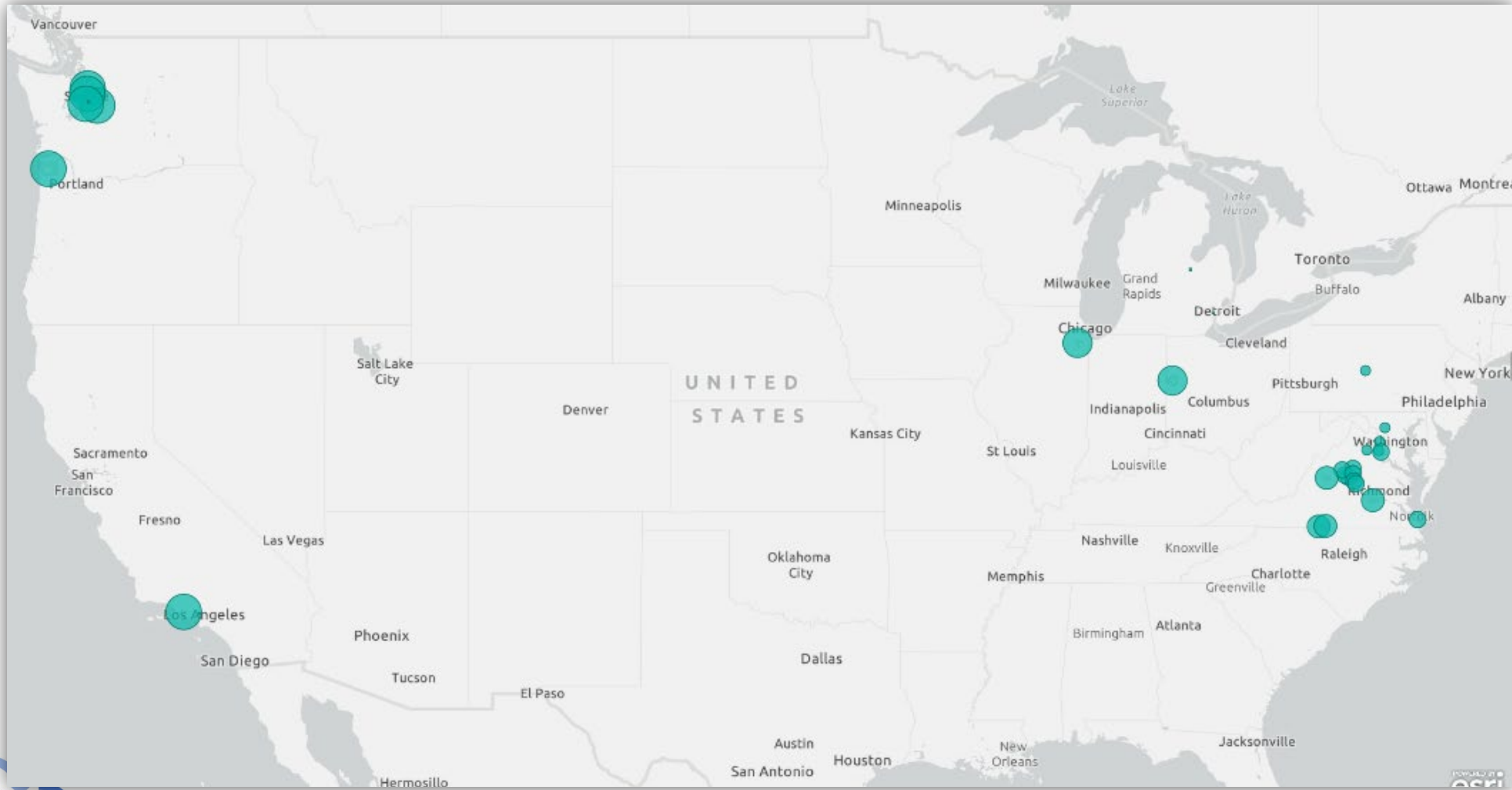


		
Online.	Collaborative networking.	Participate.
Get real-time behavior advice from	Learn with & from caregivers & specialists	8 virtual sessions on Thursdays from 7-8:15pm EST

Caregiver ECHO Development

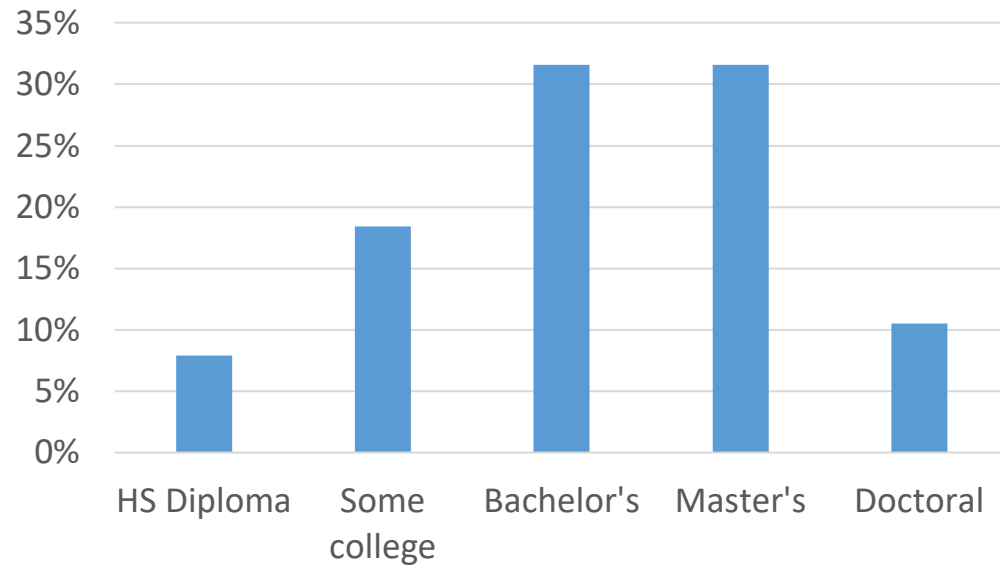


Caregiver ECHO Reach

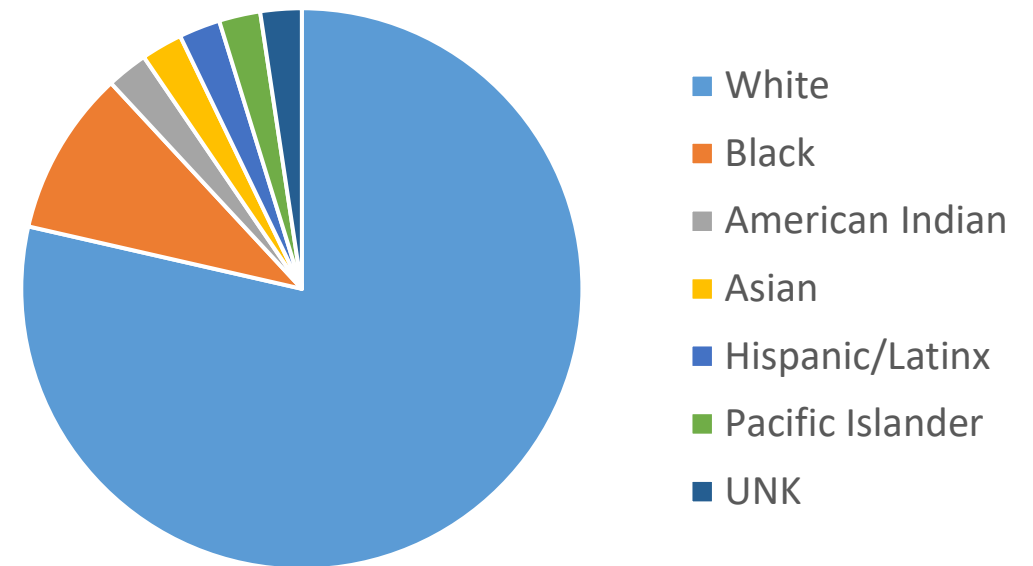


Caregiver Demographics (n = 30)

Highest Caregiver Education



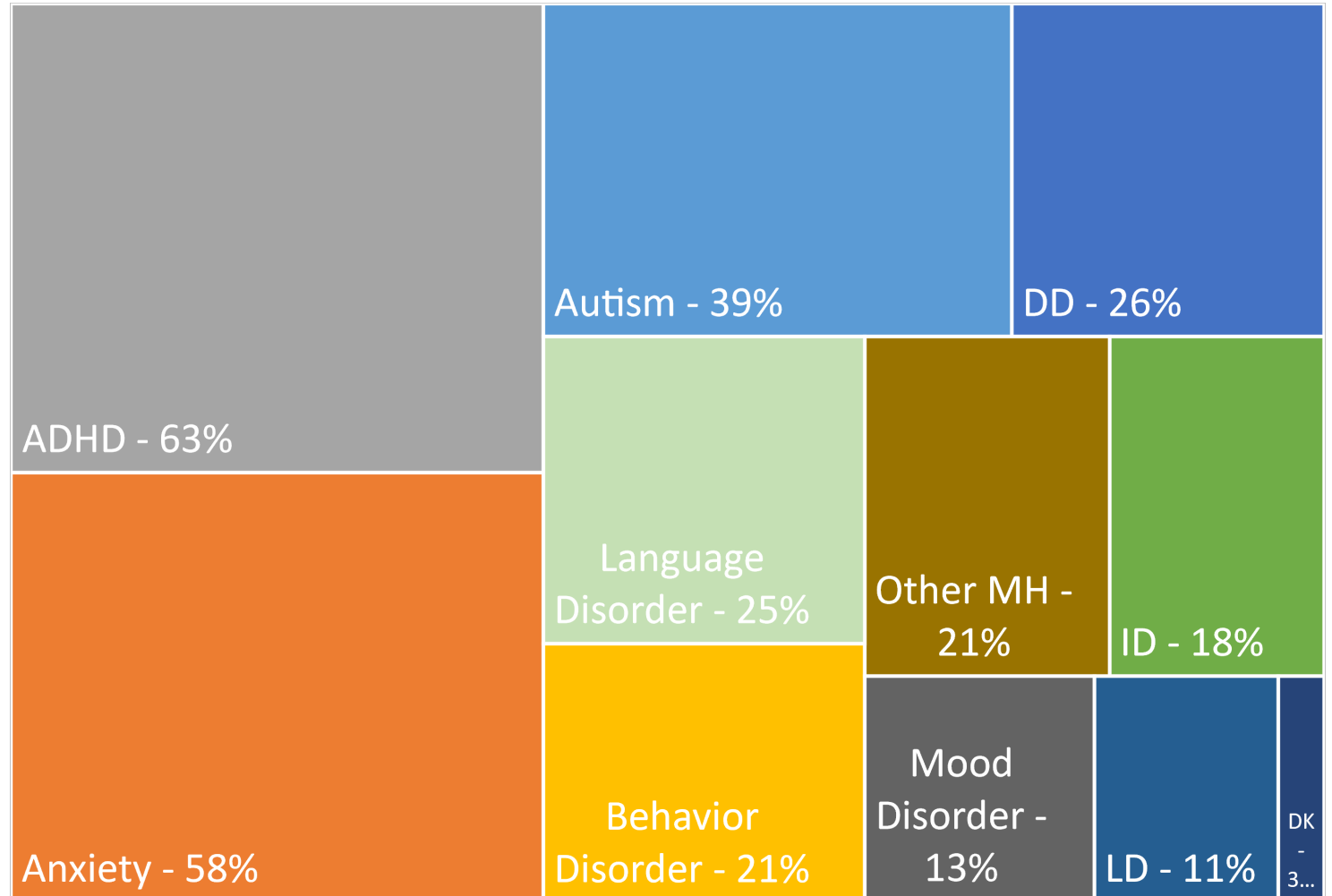
Race/Ethnicity



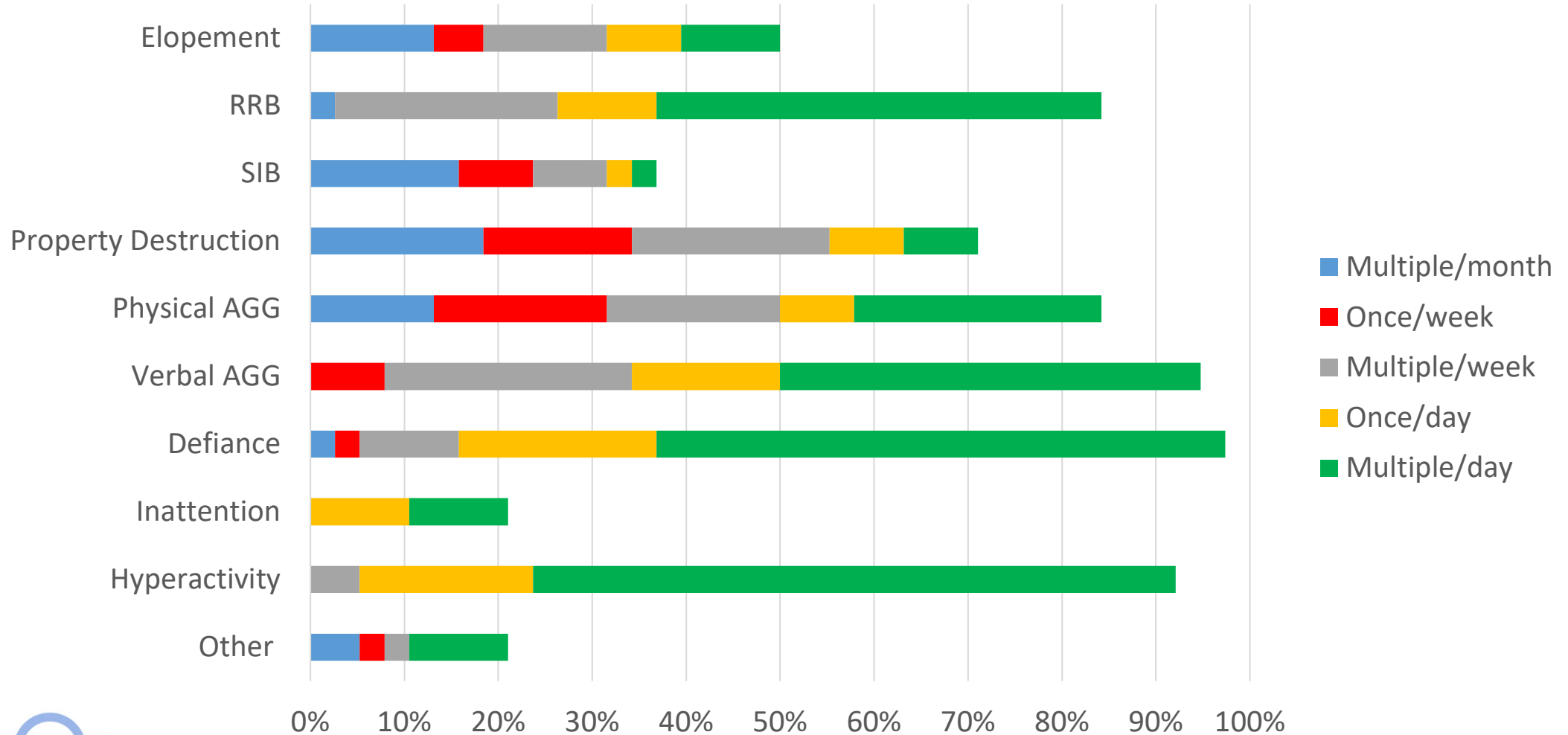
Child Demographics

- Average age: 9.6 yrs
 - (5 – 20 yrs)
- 77% males
- Grades represented
 - Elementary: 23%
 - Middle: 12%
 - High: 15%
 - Post-high: 4%

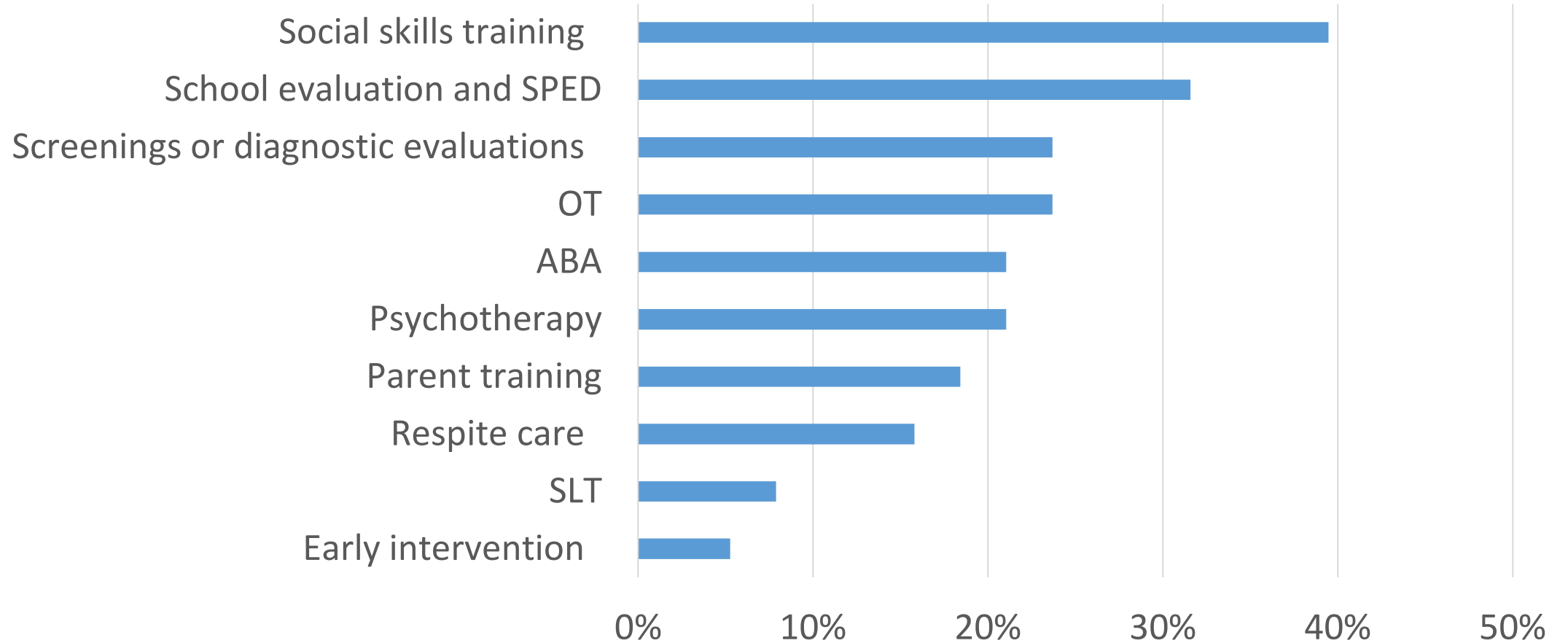
Diagnoses



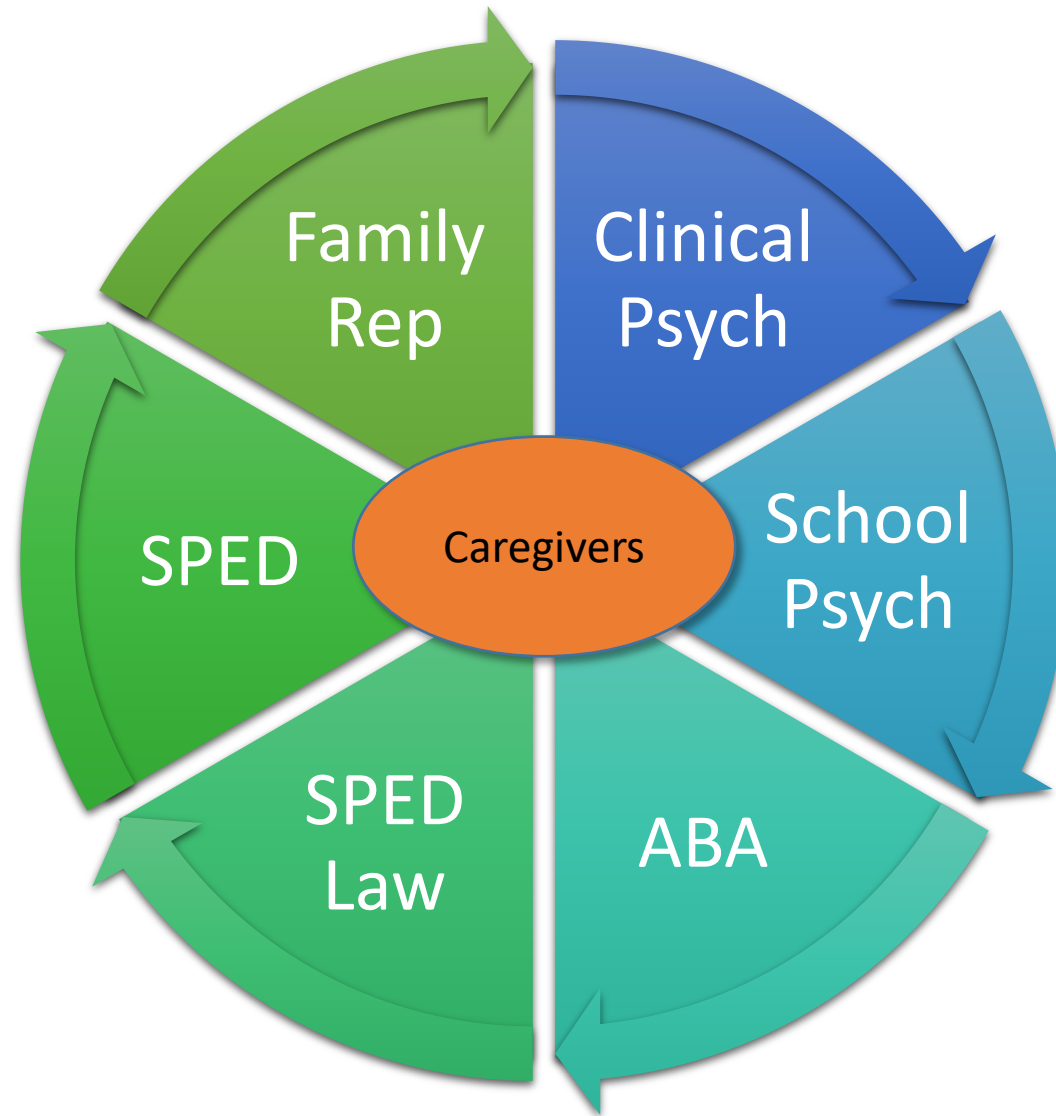
Challenging Behaviors



Unmet Child Needs



Approach



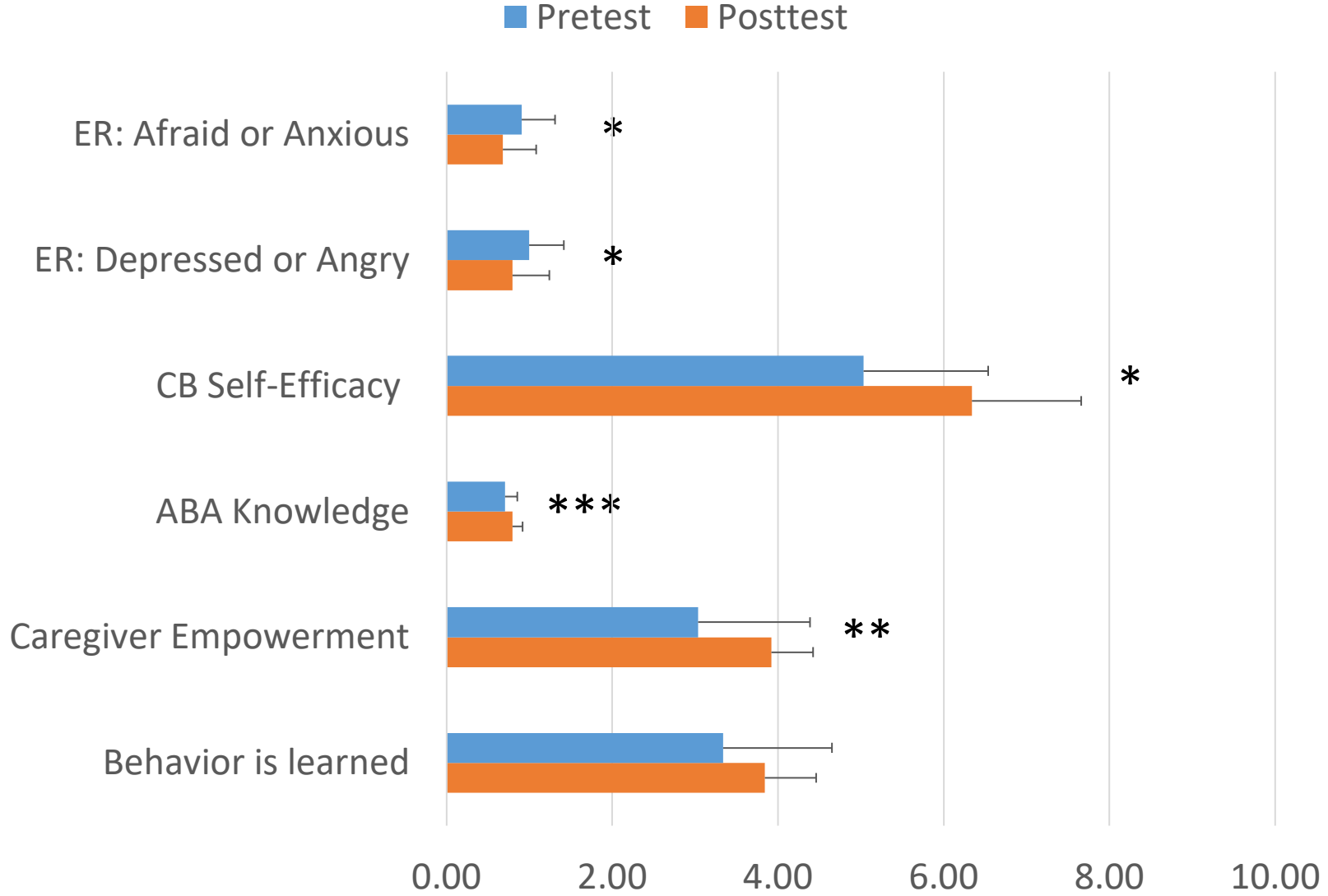
Curriculum

6-session network

1. Reinforcement
2. ABCs of behavior
3. Antecedent strategies
4. Functions of behavior
5. Replacing challenging behaviors
6. Strategies to reduce challenging behaviors

ECHO Effects

Large effect size
(partial $\eta^2 = 0.81$)



Social Validity Outcomes

- 4.8/5 average score

Thank you everyone, this has been so very helpful both for my child and for me. I appreciate your helping us get through this difficult time.

Thank you so much, I've learned a lot from all the feedback and families experiences

It's been such a privilege to be in this group, thank you SO much for this opportunity!

It has been nice to be connected to others going through the same life issues! Appreciate you all!

It is wonderful to not feel all alone with the issues we have. I like to say sometimes success is just I will try again tomorrow

Thank you for your time and for putting together this Network. It is, hands down, the most beneficial resource I have ever participated in!!!



Special Thanks

ECHO in Education Hub Team:
Gail Lovette, Keith Page, Erica Rouch, Katy Bateman, Natalie Badgett, Janet Seide

Caregiver ECHO Hub Team:
Gail Lovette, Katy Bateman, Karen Orlando, Genevieve Bohac, Keith Page

