

# Introductory Evidence-Based Practice Activity

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## Introductory Evidence-Based Practice Activity

The purpose of this assignment is a self-study to immerse the student in a) valuable and free resources on **evidence-based practices (EBP)** for students with autism spectrum disorders b) introduce you to one essential and common EBP, **visual supports** and then b) give you an opportunity to practically apply the EBP in a case study student.

### Directions:

***(READ THESE CAREFULLY TO ENSURE YOU COMPLETE ALL PARTS OF THE ASSIGNMENT)***

[Intro EBP Activity.docx](#) ↓

([https://msmu.instructure.com/courses/1365940/files/130658311/download?download\\_frd=1](https://msmu.instructure.com/courses/1365940/files/130658311/download?download_frd=1))

This assignment involves exploring some of the resources that are identified in this syllabus that will be valuable to you as an educator and then engaging in your first online learning module followed by a short video post. *Take the time to develop an introductory familiarity with these resources. This will support you in some of the upcoming assignments in this class.* The directions for completing this assignment are outlined below.

Go to *California Autism Professional Training and Information Network* <http://www.captain.ca.gov/> (<http://www.captain.ca.gov/>) and:

- **STEP 1:** Review/ look over the CAPTAIN website making sure to explore the **purpose** of this resource and the variety of resources it provides. There is a Youtube video about  $\frac{3}{4}$  of the way down the first page or you can follow the following link to access the same short video. This video gives you an introduction to CAPTAIN (how it was started and why)  
<https://youtu.be/ie3LThykDfs?t=18> (<https://youtu.be/ie3LThykDfs?t=18>)



(<https://youtu.be/ie3LThykDfs?t=18>)

- **STEP 2:** Using the Quick Links that are provided on the right side of the CAPTAIN website go to the *National Professional Development Center on Autism Spectrum Disorders* as well as the *National Autism Center Review*/look over these websites, focusing on their purpose taking note of the value all three can have for teachers of individuals with ASD.

**TO DO:** To obtain credit for steps 1 and 2 above there is short prompt for you to respond to via Flipgrid. The Flipgrid code is: <https://flipgrid.com/3348338c> [\\_ \(https://flipgrid.com/3348338c\)](https://flipgrid.com/3348338c)

- **STEP 3:** Visual supports activity: **visual supports can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments.** Parents and family members also can use visual supports in the home. This individual activity requires you to complete the visual supports AFIRM module and create your own visual support to demonstrate understanding. The steps involved are below:

1: Create your OWN AFIRM module account (it is free)

<https://afirm.fpg.unc.edu/afirm-modules> [\\_ \(https://afirm.fpg.unc.edu/afirm-modules\)](https://afirm.fpg.unc.edu/afirm-modules)

2: Each student will complete the **Visual Support** AFIRM module and take the post-assessment quiz and pass it. You must upload the certificate of completion as proof of completion.

3: Make-up/design one visual support for *any* student you work with (real or imaginary). Post your visual support to Flipgrid and be prepared to give a little background to justify your created visual support. Note: the materials need not be fancy or professional looking. Use what you have and be creative.

Flipgrid code: <https://flipgrid.com/f23bf935> [\\_ \(https://flipgrid.com/f23bf935\)](https://flipgrid.com/f23bf935)

***\*There are two Flipgrid posts for this assignment. One for Part 1 & 2 entitled Intro to EBP: CAPTAIN and the other for Part 3 entitled EBP Activity: Visual Support. Flipgrid codes provided above. If for some reason you have any challenges please contact me. Your individual student code should continue to allow you access.***

### **Grading:**

Total Points: 10

- Part 1 & 2: 4 points
- Part 3: 6 points

**Points 10**

**Submitting** a file upload

<b>Due</b>	<b>For</b>	<b>Available from</b>	<b>Until</b>
Jun 7, 2020 at 8am	Everyone	-	-

<b>Pre-Class Rubric</b>		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
<b>Criteria</b>	<b>Ratings</b>	<b>Pts</b>
<b>Part 1 and 2 Completed</b> In order to obtain full points for Part 1 and 2 the student must post one Flipgrid response AND respond to at least one peer's Flipgrid post.	This area will be used by the assessor to leave comments related to this criterion.	4 pts
<b>Part 3</b> Upload your certificate into canvas to receive 3 points and the final 3 points are your Flipgrid video post presenting your visual support to the class.	This area will be used by the assessor to leave comments related to this criterion.	6 pts
		<b>Total Points: 10</b>