

EDU 279 Summer 2020 Evidence-Based Practice (EBP) Project

Purpose of Assignment

The purpose of this assignment is to a) support the student's awareness and understanding of the EBPs; b) support the student in how to make use of the EBPs to assist the learner with autism in accessing the Common Core State Standards; and c) develop a sense of the collaboration required amongst general and special educators

Instructions

Using the National Professional Development Center on ASD (NPDC) and the Autism Focused Intervention Resources and Modules (AFIRM) students will complete this project in a small group. The NPDC website contains, for each EBP, a review of the literature and most if not all provide detailed steps for implementation. In addition, to be able to utilize the AFIRM each student must establish a login ID and password on the AFIRM website. This is free and should be easy to access. Allot yourself enough time to complete the training modules. They take anywhere from 1.5-3 hrs *each* to complete thoroughly.

- Group Assignments

Groups will be established by the instructor.

- Step 1:

Review your assigned student profile and the Common Core Standards the group is assigned to address. From the EBPs identified on the NPDC your group will choose a *minimum* of three to use and that the group deems appropriate for your project student.

- Step 2:

Each student in your group must complete 3 training modules on either the AFIRM (through NPDC website). For example, if the group decides to use *visual supports*, *task analysis* and *social narratives* from the NPDC list then each person in your group must complete those modules. **{3 points}**

NOTE ON PROOF OF COMPLETION OF TRAINING MODULES:

For those that use the AFIRM modules the group member must complete the free certificate track option so you receive a certificate upon successful completion. Proof of completion via the certificate or the pre/post test results for EACH group member is submitted with the final paper. For grading purposes the points allocated are earned individually and could be different for each member of your group. This way the other members in a group are not penalized if a specific student(s) only completes one or two modules.

- Step 3:

Using the EBPs chosen the group will create an activity for the CCSS identified in your student profile and incorporate the strategies accordingly to help the student meet the standard.

In addition, your group will use one of the EBP strategies to support the student in an aspect of their school day (e.g., following a specific routine, handling a transition etc.). The group will then prepare a short 15-20 minute presentation. The presentation should include models/ examples of the EBP to demonstrate how you made use of these strategies to help your student meet the expectation in standard as well as how to support the student in an aspect of their day. Your group is being given the freedom to use their own creativity in choosing the lesson/ activity and in creating this presentation. However, there are specific criteria that must be included in your presentation to the class.

- Describe your student's profile. The instructor will provide the group a skeleton description so there will be freedom to expand on student strengths and/or weaknesses, preferences and overall learning profile. **{1 point}**
- Outline and/ or provide a sample lesson plan that addresses the CCSS your group is covering as well as describe what component of the school day you have chosen (e.g., following a schedule to support student in independently navigating the morning routine) **{8 points}**
- Describe the EBPs the group identified as well as any other accommodations and/or identified supports that supported that student in meeting the standard. **{5 points}**
- Visual presentation that depicts your use of the strategies (e.g., video, PPT, visual models, model of the teaching strategies in a live performance etc.) in the lesson. The group must provide some product to the instructor – whether it be the powerpoint, Prezi, **NOTE:** In your oral presentation as well as in the work product submitted to the instructor, your group **MUST** clearly state your rationale for choosing the EBPs and how it relates to supporting the student. **{3 points}**.

What to Turn in to the Instructor:

In a word document or google shared document for your group that includes:

- Copy of the powerpoint/prezi presentation
- Any work product that was presented which may include the sample visual schedule, lesson plan, social narrative etc.
- Printouts of the AFIRM modules certificates each person in your group completed

Points Possible: 20

Mount Saint Mary's University
EDU 279: Supporting Students with Neurological Dx
Evidence-Based Practice Project

Candidate Name: _____

Date _____

Type of Task	Evidence-Based Practice Project	Possible Points	Points Earned
Individual	Step 2 : Complete Online ASD EBP Trainings	1	
	1)	1	
	2)	1	
	3)		
Group	Report Document & Presentation	Possible Points	Points Earned
	Step 3: Describe Student Profile	1	
	Sample Lesson designed from profile 1) Used relevant & appropriate methods to obtain assessment information	8	
	Describe EBPs & accommodations 2) Designed relevant & appropriate Adaptations for the learner	5	
	Visual Presentation 3) Connected theoretical methods to the instructional plan for the learner.	3	
Total		20	

Instructor Comments: