The Oklahoma Autism Needs Assessment Survey of Professional Development

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NEEDS ASSESSMENT

The *Individuals with Autism and Their Families, Oklahoma Plan* (2002, 2009, & 2012) outlines developing a comprehensive system for training and technical assistance to disseminate evidence-based knowledge and practices in autism. During 2014, the Oklahoma Family and Interagency Autism Council discussed and identified three priorities to address the needs of families and professionals including 1) challenging behavior and crisis prevention and response; 2) recruitment, retention and training of professionals (e.g., child care providers, early intervention personnel, educators, therapists, psychologists, mental health providers, medical personnel, first responders); and 3) transition planning and supports. Discussion points for each priority are described below:

Challenging Behavior and Crisis Prevention and Response

- Families and professionals know how to identify, prevent and replace, and monitor the effectiveness and implementation of behavior support plans in all environments (e.g., home, child care, schools, employment, community settings, etc.) across the lifespan.
- Families and individuals with ASD have access to crisis support to address challenging behavior including family education. Support is available across the lifespan.
- Professionals across agencies and community programs (e.g., Department of Health, Department of Human Services, Department of Mental Health and Substance Abuse, schools, child care) have the knowledge and skills to provide crisis support to address challenging behavior including providing family education.

Recruitment, Retention and Training of Professionals

- Agencies and community programs recruit and retain professionals with knowledge of and experience implementing evidence-based practices (Sackett, Straus, Richardson, Rosenberg, Haynes, 2000) regarding ASD. Evidence based practice (EBP), first defined as evidence-based medicine, involves using the best research evidence, clinical expertise (skills and past experience), and patient values (preferences, concerns, expectations) to make decisions about diagnostics and treatment.
- Professionals access training about contemporary practices (e.g., family centered / person centered care, meaningful activities, collaborative consultation, multiple learners, natural learning opportunities, culturally sensitive, coaching) and evidence-based practices.
- Professionals know where to access training about contemporary practices and evidence-based practices.
- People in the community have access to training to support families and individuals with ASD to participate in the community (e.g., recreational activities, sports, church, physicians, clinics, hospitals, businesses).

Transition

- Professionals across agencies and community programs have the knowledge and skills to support people with ASD as they transition across the lifespan.
- Professionals across agencies and community programs have the knowledge and skills to support people with ASD as they transition to adult life in the areas of education, employment, and independent living.

As the first step, the Council recommended surveying professionals across agencies and programs in Oklahoma about their training needs. The Oklahoma Autism Network met with council members and others stakeholders to design and implement a needs survey of professionals in state and local programs that serve and care for individuals with ASD within the state of Oklahoma. Information collected through the survey included demographics, confidence in providing evidence-based practices and related topics, interest in training on evidence-based practices and related topics, avenues for and factors that affect participation in training and resources. The Oklahoma Autism Needs Assessment Survey for Professional Development is the first statewide survey to target specifically professionals who provide administration or supervision of staff who directly serve or care for individuals with ASD and professionals who provide the direct service or care to individuals with ASD.

This report outlines the methodology and findings of the Oklahoma Autism Needs Assessment Survey for Professional Development.

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METHODOLOGY

Overview and Sampling

The study is a nonexperimental design, research survey to examine the professional development needs of individuals who provide direct service or care to individuals with ASD in Oklahoma. Quantitative data was collected through an online survey. Targeted state and private programs in Oklahoma disseminated the announcement of the survey to their professional staff. Participants included professionals such as child care providers, teachers, therapists, mental health providers, nurses, service providers, administrators, supervisors, school principals, etc. Two different sampling methods were used. The Department of Human Services (DHS) selected professionals via a random process. Divisions within the agency that have staff who provide direct service or support to individuals with ASD were identified. A portion of the sample was not randomly selected. Because of the inability of the Oklahoma Family and Interagency Autism Council and the Oklahoma Autism Network to specifically identify every individual providing service in the state, some respondents selected themselves into the survey. This reduces the generalizability of the overall results, although it increases general knowledge of the needs of the population who responds to the survey. The University of Oklahoma Health Sciences Center Institutional Review Board approved the study.

Development of Survey Questions

To create the on-line survey, existing surveys examining professional development needs about autism were reviewed for applicability or adaptability (Brock, Huber, Carter, Juarez, & Warren, 2014; Connecticut Study Group for Special Act 08-5, 2009; North Dakota Department of Human Services, Division of Mental Health and Substance Abuse, 2010; Vermont Inter-Agency Autism Spectrum Disorders Planning Advisory Committee, 2007). Questions were adapted from surveys by Brock, et al. (2014) and the Connecticut Study Group for Special Act 08-5 (2009). Questions resulted in five major topics including (a) demographics, (b) confidence implementing evidence-based practices and related topics (Wilczynski et al., 2009, Wong et al., 2013), (c) interest in training on the practices and related topics, (d) avenues for and factors that affect participation in training, and (e) resources. All participants answered the same questions about demographics and resources. Two sets of questions were developed for questions about confidence, interest, and participation in training. The two sets of questions mirrored one another. Administrators and supervisors answered questions about their staff, and professionals who provide direct service or care answered questions about themselves. The questions were reviewed by colleagues in state agencies and members of the Oklahoma Family and Interagency Autism Council for content, wording and changes.

Electronic Survey Description

The survey was available for 12 weeks in an online format using Qualtrics. The software allowed for skip logic so that participants were presented with questions based on prior responses (Figure 1). For instance, participants selected a statement that describes their primary role, (a) an administrator / supervisor (e.g., agency / program director, special education director, principal, child care administrator, etc.), or (b) a person who provides direct service or care to individuals with ASD and / or other disabilities (e.g., educator, paraprofessional, habilitation training specialist, therapist, child care provider, etc.). A participant who selected "person who provides direct service or care," skipped questions for "administrator / supervisor" participants. Another example included participants who indicated they were not employed by a school district. They skipped the question "for which school district do you work." The survey format also allowed participants to skip questions they did not wish to answer with the exception of two questions, (a) which county do you

work with individuals with ASD or other disabilities, and (b) my primary roles is administrator / supervisor or a person who provide direct service or care. They could save their responses and complete the survey at a later time. The software also allowed for the collection of anonymous data using industry standard security (SSL, or Secure Socket Layer).

The survey consisted of 124 questions. However, participants never completed all 124 questions. Skip logic, described above, allowed the participants to answer questions relevant to them. The survey questions were designed to help participants answer questions as quickly as possible. Question formats included multiple choice, side by side questions in condensed tables, and text entry. Open-ended questions were minimized.

To reach as many potential participants as possible, recruitment flyers were disseminated through personal contacts and emails by state and local programs serving individuals with ASD including the Oklahoma Autism Network, parent support organizations, local private practitioners, and state agencies such as the Oklahoma State Departments of Education, Health, Human Services, Mental Health and Substance Abuse, and Rehabilitation Services. Potential participants were directed to the OUHSC Oklahoma Autism Network website (www.okautism.org) where consent was described and a link to the on-line survey provided. Participants were able to quit the survey at any point.

Survey Participants

Of the 263 participants who completed the survey, 77 identified themselves as an administrator or supervisor and 186 reported they provide direct services or care to individuals with ASD.

Data Analysis

Completed responses were drilled down and reported by administrator or supervisor and direct service / care provider (referred hereafter as administrator and direct service). This group was then filtered by the age of individuals served by the respondents including 1) infant and toddlers (birth through 2 years); 2) pre-kindergarten (3 through 5 years); 3) elementary school-aged (6 through 11 years); 4) middle school-aged (12 through 14 years); 4) high school-aged (15 years to graduation); and 5) adult (18 years and older). Data reported by administrator and direct service groupings are mutually exclusive; however, data in the six age groups are not mutually exclusive as the respondent could provide supports and services to individuals across age groups. Each section reported in the results includes tables for the administrator and direct service grouping and the six age groups.

Descriptive statistics (e.g., means, standard deviations) were used to summarize responses to the survey questions. Relationships between 1) confidence implementing evidence-based and related topics and interest in professional development and 2) ratings of training benefits and likelihood of access were examined and reported for the administration and direct service grouping. We used Kendall's tau-b to identify the degree of relationship among ratings for 1) confidence and interest and 2) benefits of training and likelihood to access training. To compare ratings between administrators and direct service personnel, we used t-test for independent samples.
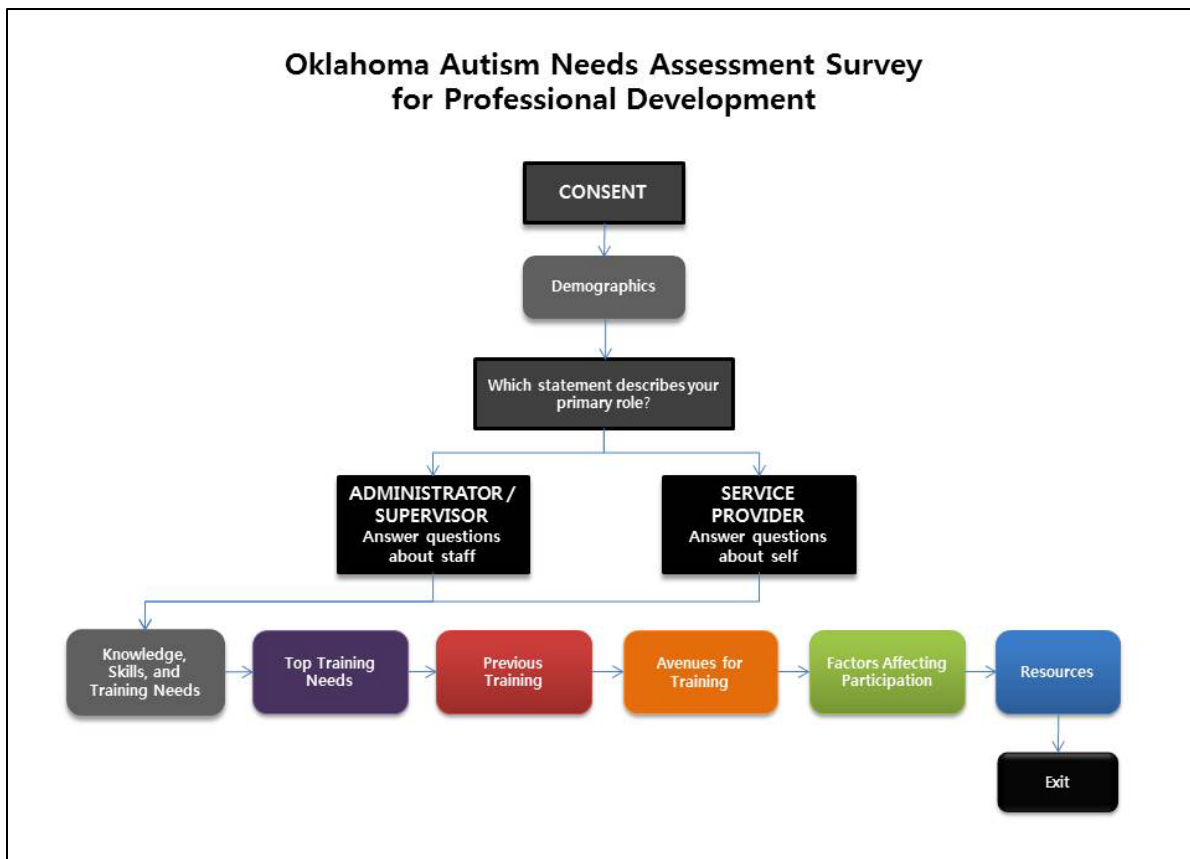
Figure 1. Survey Algorithm

RESULTS

Administrators answered questions about their staff, and professionals who provide direct service answered questions about themselves.

Demographic Characteristics

Employment for administrators and direct service providers are displayed in Table 1. Administrators from 28 agencies or programs completed the survey; whereas direct service personnel represented 36 agencies or programs. Overall, respondents were from 71 of Oklahoma's 77 counties where administrators were from 43 and direct service personnel were from 65 counties. Counties not represented included Alfalfa, Haskell, Jefferson, Love, Tillman, and Woods counties. Additionally, 116 school districts were represented including administrators from 29 school districts and direct service personnel from 100 school districts. Table 2 displays employment results for each of the six age groups served.

Tables 3 and 4 display years of experience, number of individuals with ASD currently being served, professional development hours attended over the past year, age of individuals with ASD served, age of individuals with ASD served where parent training is provided, and highest level of education.

Ratings of Confidence Implementing Evidence-Based and Related Topics and Interest in Training

Based on reviews by the National Autism Center ((Wilczynski et al., 2009) and the National Professional Development Center on ASD (Wong et al., 2013), 29 evidence-based practices (EBP) and 16 related training topics were rated by participants (Brock et al., 2014) (see Table 5 for a complete listing). Each EBP and related topic included a description no longer than one or two sentences (Appendix A). An example includes "prompting: using a systematic procedure (e.g., verbal, gestural, or physical assistance; least-to-most prompting; simultaneous prompting) to assist learners in using a specific skill." For each EBP and related topic, confidence and interest were rated on a 5-point, Likert scale (1 = not at all, 2 = a little, 3 = somewhat, 4 = quite, 5 = extremely). Administrators answered questions about their confidence in their staff to implement the interventions and topics, and direct service providers indicated their confidence.

Confidence implementing evidence-based practices and related topics.
Administrators rated their confidence in their staff to implement the EBP and topics, and direct service providers indicated their confidence.

Administrator and direct service.
Generally, administrators and direct service personnel expressed *little* to *somewhat* level of confidence implementing the 45 EBP and related training topics.

Administrator.
- Mean ratings ranged from 2.01-3.30 (see Table 5).
- EBP rated with least confidence in staff implementing: pivotal response training (*M* = 2.01), video modeling (*M* = 2.04), and peer-mediated instruction and intervention (*M* = 2.18)
- EBP rated with most confidence in staff implementing: reinforcement (*M* = 3.30), modeling (*M* = 3.15), and prompting (*M* = 3.09)

- Related training topics rated with least confidence in staff implementing: psychoanalytic theoretical conceptualizations of autism (M = 2.01) and career development (M = 2.11).
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (M = 3.18).

Direct Service
- Mean ratings ranged from 2.00-3.46 (see Table 5).
- EBP rated with least confidence implementing: pivotal response training (M = 2.02), video modeling (M = 2.24), and peer-mediated instruction and intervention (M = 2.40).
- EBP rated with most confidence implementing: reinforcement (M = 3.46), antecedent-based interventions (M = 3.32), and modeling (M = 3.23).
- Related training topics rated with least confidence implementing: career development (M = 2.00) and developmental relationship-based treatment (M = 2.03).
- Related training topics rated with most confidence implementing: characteristics of ASD (M = 3.40).

Age served.

Infant and Toddlers (birth through 2 years).
<u>Administrator.</u>
- Mean ratings ranged from 1.43-3.50 (see Table 6).
- EBP rated with least confidence in staff implementing: video modeling (M = 2.00), pivotal response training (M = 2.13), structured work systems(M = 2.13), and computer aided instruction (M = 2.17)
- EBP rated with most confidence in staff implementing: reinforcement (M = 3.35), modeling (M = 3.09), task analysis (M = 3.09), and prompting (M = 3.00)
- Related training topics rated with least confidence in staff implementing: career development (M = 1.43) and psychoanalytic theoretical conceptualizations of autism (M = 1.91) and community-based instruction (M = 2.05)
- Related training topics rated with most confidence in staff implementing: screening (M = 3.50), characteristics of ASD (M = 3.36), and transition planning for early intervention / early childhood (M = 3.27)

<u>Direct Service.</u>
- Mean ratings ranged from 1.48-3.72 (see Table 6).
- EBP rated with least confidence implementing: pivotal response training (M = 1.79), structured work systems (M = 1.97), and computer-aided instruction (M = 2.07)
- EBP rated with most confidence implementing: reinforcement (M = 3.59), antecedent-based interventions (M = 3.40), and prompting (M = 3.31)
- Related training topics rated with least confidence implementing: career development (M = 1.48), community-based instruction (M = 1.97), and developmental relationship-based treatment (M = 1.97)
- Related training topics rated with most confidence implementing: characteristics of ASD (M = 3.72), transition planning for early intervention / early childhood (M = 3.37), and screening (M = 3.30)

Pre-Kindergarten (3 through 5 years).

Administrator.

- Mean ratings ranged from 1.64-3.50 (see Table 7).
- EBP rated with least confidence in staff implementing: video modeling (*M* = 1.83), pivotal response training (*M* = 2.09), and peer-mediated instruction and intervention (*M* = 2.13)
- EBP rated with most confidence in staff implementing: reinforcement (*M* = 3.50), task analysis (*M* = 3.14), and antecedent-based interventions (*M* = 3.13)
- Related training topics rated with least confidence in staff implementing: career development (*M* = 1.64), psychoanalytic theoretical conceptualizations of autism (*M* = 1.95), and community-based instruction (*M* = 2.09)
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (*M* = 3.27), screening (*M* = 3.23), and transition planning for early intervention / early childhood (*M* = 2.95)

Direct Service.

- Mean ratings ranged from 2.11-3.86 (see Table 7).
- EBP rated with least confidence implementing: pivotal response training (*M* = 2.11), peer-mediated instruction and intervention (*M* = 2.54), and structured work systems (*M* = 2.57)
- EBP rated with most confidence implementing: reinforcement (*M* = 3.86), antecedent-based interventions (*M* = 3.71), and visual supports (*M* = 3.54)
- Related training topics rated with least confidence implementing: career development (*M* = 2.14), community-based instruction (*M* = 2.43) and developmental relationship-based treatment (*M* = 2.43)
- Related training topics rated with most confidence implementing: characteristics of ASD (*M* = 3.89), screening (*M* = 3.41), and behavior intervention plans (*M* = 3.22)

Elementary School Aged (6 through 11 years).

Administrator.

- Mean ratings ranged from 2.11-3.41 (see Table 8).
- EBP rated with least confidence in staff implementing: video modeling (*M* = 2.11), computer-aided instruction (*M* = 2.22), and peer-mediated instruction and intervention (*M* = 2.22)
- EBP rated with most confidence in staff implementing: reinforcement (*M* = 3.41), modeling (*M* = 3.29), cognitive behavioral interventions (*M* = 3.17), and differential reinforcement (*M* = 3.17)
- Related training topics rated with least confidence in staff implementing: career development (*M* = 2.00), psychoanalytic theoretical conceptualizations of autism (*M* = 2.18), and community-based instruction (*M* = 2.33)
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (*M* = 3.22), screening (*M* = 3.11), ASD diagnostic assessment (*M* = 2.89), behavior intervention plans (*M* = 2.89), and laws, regulations and policies (*M* = 2.89)

Direct Service.

- Mean ratings ranged from 2.14-3.98 (see Table 8).
- EBP rated with least confidence implementing: pivotal response training (*M* = 2.14), video modeling (*M* = 2.48), and structured work systems (*M* = 2.57)

- EBP rated with most confidence implementing: reinforcement (*M* = 3.98), antecedent-based interventions (*M* = 3.78), and task analysis (*M* = 3.58)
- Related training topics rated with least confidence implementing: career development (*M* = 2.19), developmental relationship-based treatment (*M* = 2.42), community-based instruction (*M* = 2.44) and transition planning for life after high school (*M* = 2.44)
- Related training topics rated with most confidence implementing: characteristics of ASD (*M* = 3.98), screening (*M* = 3.31), and inclusive practices (*M* = 3.30)

Middle School Aged (12 through 14 years).
Administrator.
- Mean ratings ranged from 1.93-3.71 (see Table 9).
- EBP rated with least confidence in staff implementing: pivotal response training (*M* = 1.93), video modeling (*M* = 1.93), computer-aided instruction (*M* = 2.33), peer-mediated instruction and intervention (*M* = 2.40) and structured play groups (*M* = 2.40)
- EBP rated with most confidence in staff implementing: reinforcement (*M* = 3.50), social skills training (*M* = 3.47), and modeling (*M* = 3.43)
- Related training topics rated with least confidence in staff implementing: career development (*M* = 2.31), psychoanalytic theoretical conceptualizations of autism (*M* = 2.36), assessment for instructional programming and progress monitoring (*M* = 2.57), developmental relationship-based treatment (*M* = 2.57), and inclusive practices (*M* = 2.57)
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (*M* = 3.71), ASD diagnostic assessment (*M* = 3.43), and screening (*M* = 3.36)

Direct Service.
- Mean ratings ranged from 2.13-3.97 (see Table 9).
- EBP rated with least confidence implementing: pivotal response training (*M* = 2.13), video modeling (*M* = 2.32), and time delay (*M* = 2.62)
- EBP rated with most confidence implementing: antecedent-based interventions (*M* = 3.93), differential reinforcement (*M* = 3.87), and reinforcement (*M* = 3.77)
- Related training topics rated with least confidence implementing: program evaluation (*M* = 2.55), psychoanalytic theoretical conceptualizations of autism (*M* = 2.61), and alternate assessment (*M* = 2.64)
- Related training topics rated with most confidence implementing: characteristics of ASD (*M* = 3.97), behavior intervention plans (M = 3.45), and screening (*M* = 3.21)

High School Aged (15 to graduation).
Administrator.
- Mean ratings ranged from 2.00-3.86 (see Table 10).
- EBP rated with least confidence in staff implementing: pivotal response training (*M* = 2.00), video modeling (*M* = 2.13), and peer-mediated instruction and intervention (*M* = 2.20)
- EBP rated with most confidence in staff implementing: social skills training (*M* = 3.60), modeling (*M* = 3.57), reinforcement (*M* = 3.57), and task analysis (*M* = 3.31)

- Related training topics rated with least confidence in staff implementing: career development (M = 2.43), psychoanalytic theoretical conceptualizations of autism (M = 2.43), and transition planning for early intervention / early childhood (M = 2.57)
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (M = 3.86), ASD diagnostic assessment (M = 3.36), and screening (M = 3.36)

Direct Service.
- Mean ratings ranged from 2.04-3.96 (see Table 10).
- EBP rated with least confidence implementing: pivotal response training (M = 2.04), video modeling (M = 2.32), and time delay (M = 2.65)
- EBP rated with most confidence implementing: antecedent-based interventions (M = 3.74), reinforcement (M = 3.74), visual supports (M = 3.59), and functional behavior assessment (M = 3.56)
- Related training topics rated with least confidence implementing: psychoanalytic theoretical conceptualizations of autism (M = 2.32), developmental relationship-based treatment (M = 2.38), and alternate assessment (M = 2.56)
- Related training topics rated with most confidence implementing: characteristics of ASD (M = 3.96), behavior intervention plans (M = 3.35), and laws, regulations and policies (M = 3.19)

Adult (18 years and older).
Administrator.
- Mean ratings ranged from 1.85-3.54 (see Table 11).
- EBP rated with least confidence in staff implementing: peer-mediated instruction and intervention (M = 1.86), pivotal response training (M = 2.07), and video modeling (M = 2.00)
- EBP rated with most confidence in staff implementing: reinforcement (M = 3.42), social skills training (M = 3.36), and self-management (M = 3.31)
- Related training topics rated with least confidence in staff implementing: psychoanalytic theoretical conceptualizations of autism (M = 1.85), transition planning for early intervention / early childhood (M = 2.15), and alternate assessment (M = 2.43)
- Related training topics rated with most confidence in staff implementing: characteristics of ASD (M = 3.54), behavior intervention plans (M = 2.77), developmental relationship-based treatment (M = 2.77), and inclusive practices (M = 2.77)

Direct Service.
- Mean ratings ranged from 2.17-4.00 (see Table 11).
- EBP rated with least confidence implementing: pivotal response training (M = 2.17), peer-mediated instruction and intervention (M = 2.33), video modeling (M = 2.33), scripting (M = 2.42), and structured play groups (M = 2.42)
- EBP rated with most confidence implementing: antecedent-based interventions (M = 4.00), reinforcement (M = 3.58), visual supports (M = 3.58), and functional behavior assessment (M = 3.55)
- Related training topics rated with least confidence implementing: career development (M = 2.33), program evaluation (M = 2.33), and psychoanalytic theoretical conceptualizations of autism (M = 2.42)

- Related training topics rated with most confidence implementing: characteristics of ASD (*M* = 3.83), behavior intervention plans (M = 3.67), and inclusive practices (*M* = 3.50)

Interest in Training

Administrators rated their interest in having their staff participate in training about the EBP and related training topics, and direct service providers indicated their interest.

Administrator and direct service.

Generally, administrators and direct service personnel rated *somewhat* to *quite* interested in the 45 EBP and related training topics.

Administrator.
- Mean ratings ranged from 3.07-4.09 (see Table 5).
- EBP rated with least interest in staff accessing: video modeling (*M* = 3.20), speech generating devices (*M* = 3.27), scripting (*M* = 3.41), structured work systems (*M* = 3.41), and time delay (*M* = 3.41)
- EBP rated with most interest in staff accessing: antecedent-based interventions (*M* = 4.09), cognitive behavioral interventions (*M* = 4.09), functional communication training (*M* = 3.92), and differential reinforcement (*M* = 3.89)
- Related training topics rated with least interest in staff accessing: career development (*M* = 3.07), psychoanalytic theoretical conceptualizations of autism (*M* = 3.17), and community-based instruction (*M* = 3.40)
- Related training topics rated with most interest in staff accessing: assessment for instructional programming and progress monitoring (*M* = 3.82), behavior intervention plans (*M* = 3.67), laws, regulations, and polices (*M* = 3.67), inclusive practices (*M* = 3.63), and technological supports/accommodations (*M* = 3.67)

Direct Service
- Mean ratings ranged from 3.26-4.01 (see Table 5).
- EBP rated with least interest accessing: video modeling (*M* = 3.26), time delay (*M* = 3.28), and reinforcement (*M* = 3.32)
- EBP rated with most interest accessing: functional communication training (*M* = 4.01), naturalistic intervention (*M* = 3.95), and parent-implemented intervention (*M* = 3.93)
- Related training topics rated with least interest accessing: psychoanalytic theoretical conceptualizations of autism (*M* = 3.29), career development (*M* = 3.35), and screening (*M* = 3.38)
- Related training topics rated with most interest accessing: inclusive practices (*M* = 3.87), Technological supports/accommodations (*M* = 3.87), and alternate assessment (*M* = 3.70)

Age served.

Infant and Toddlers (birth through 2 years).

Administrator.

- Mean ratings ranged from 2.10-4.22 (see Table 6).
- EBP rated with least interest in staff accessing: structured work systems(M = 2.91), video modeling (M = 3.00), and scripting (M = 3.17)
- EBP rated with most interest in staff accessing: parent-implemented intervention (M = 4.22), antecedent-based interventions (M = 4.09), and functional behavior assessment (M = 4.04)
- Related training topics rated with least interest in staff accessing: career development (M = 2.10) and psychoanalytic theoretical conceptualizations of autism (M = 2.59) and program evaluation (M = 3.00)
- Related training topics rated with most interest in staff accessing: transition planning for early intervention / early childhood (M = 3.95), alternate assessment (M = 3.73), and technological supports/accommodations (M = 3.68)

Direct Service.

- Mean ratings ranged from 2.52-4.36 (see Table 6).
- EBP rated with least interest accessing: structured work systems (M = 3.21), social narrative/stories (M = 3.30), and visual supports (M = 3.43)
- EBP rated with most interest accessing: functional communication training (M = 4.36), naturalistic intervention (M = 4.22), and parent-implemented intervention (M = 4.19)
- Related training topics rated with least interest accessing: career development (M = 2.52), characteristics of ASD (M = 2.93), psychoanalytic theoretical conceptualizations (M = 3.00)
- Related training topics rated with most interest accessing: transition planning for early intervention / early childhood (M = 4.04), technological supports/accommodations (M = 3.97), ASD diagnostic assessment (M = 3.46), behavior intervention plans (M = 3.46),and screening (M = 3.46)

Pre-Kindergarten (3 through 5 years).

Administrator.

- Mean ratings ranged from 2.77-4.09 (see Table 7).
- EBP rated with least interest in staff accessing: video modeling (M = 3.09), computer-aided instruction (M = 3.35), prompting (M = 3.43), and structured work systems (M = 3.43)
- EBP rated with most interest in staff accessing: parent-implemented intervention (M = 4.09), social skills training (M = 4.04), and functional behavior assessment (M = 3.96)
- Related training topics rated with least interest in staff accessing: career development (M = 2.77), psychoanalytic theoretical conceptualizations of autism (M = 3.05), and program evaluation (M = 3.43)
- Related training topics rated with most interest in staff accessing: transition planning for early intervention / early childhood (M = 4.09), assessment for instructional programming and progress monitoring(M = 3.95), behavior intervention plans (M = 3.95), and ASD diagnostic assessment (M = 3.83)

Direct Service.
- Mean ratings ranged from 3.11-4.19 (see Table 7).
- EBP rated with least interest accessing: prompting (M = 3.29), reinforcement (M = 3.33), and time delay (M = 3.47)
- EBP rated with most interest accessing: functional communication training (M = 4.19), structured play groups (M = 4.17), and peer-mediated instruction and intervention (M = 4.11)
- Related training topics rated with least interest accessing: characteristics of ASD (M = 3.11), psychoanalytic theoretical conceptualizations of autism (M = 3.25), and transition planning for life after high school (M = 3.28)
- Related training topics rated with most interest accessing: transition planning for early intervention / early childhood (M = 3.97), inclusive practices (M = 3.91), developmental relationship-based treatment (M = 3.83), and technological supports/accommodations (M = 3.83)

Elementary School Aged (6 through 11 years).
Administrator.
- Mean ratings ranged from 2.94-4.06 (see Table 8).
- EBP rated with least interest in staff accessing: speech generating devices (M = 2.94), video modeling (M = 3.00), computer-aided instruction (M = 3.00), and prompting (M = 3.06)
- EBP rated with most interest in staff accessing: social skills training (M = 4.06), functional behavior assessment (M = 3.94), antecedent-based interventions (M = 3.83), and parent-implemented interventions (M = 3.83)
- Related training topics rated with least interest in staff accessing: psychoanalytic theoretical conceptualizations of autism (M = 3.06), technological supports/accommodations (M = 3.06), and screening (M = 3.28)
- Related training topics rated with most interest in staff accessing: ASD diagnostic assessment (M = 3.83), behavior intervention plans (M = 3.83), laws, regulations and policies (M = 3.83), and transition planning for early intervention/early childhood (M = 3.83)

Direct Service.
- Mean ratings ranged from 3.15-4.14 (see Table 8).
- EBP rated with least interest accessing: reinforcement (M = 3.30), video modeling (M = 3.34), and time delay (M = 3.38)
- EBP rated with most interest accessing: functional communication training (M = 4.14), naturalistic intervention (M = 4.07), parent-implemented intervention (M = 4.07), and structured play groups (M = 4.05)
- Related training topics rated with least interest accessing: characteristics of ASD (M = 3.15), transition planning for life after high school (M = 3.24), and psychoanalytic theoretical conceptualizations of autism (M = 3.33)
- Related training topics rated with most interest accessing: technological supports/accommodations (M = 3.88), developmental relationship-based treatment (M = 3.86), and inclusive practices (M = 3.84)

Middle School Aged (12 through 14 years).

Administrator.

- Mean ratings ranged from 2.53-4.13 (see Table 9).
- EBP rated with least interest in staff accessing: video modeling (M = 2.53), speech generating devices (M = 2.69), and prompting (M = 2.93)
- EBP rated with most interest in staff accessing: social skills training (M = 4.13), functional behavior assessment (M = 3.93), and antecedent-based interventions (M = 3.87)
- Related training topics rated with least interest in staff accessing: psychoanalytic theoretical conceptualizations of autism (M = 2.64), screening (M = 2.79), and technological supports/accommodations (M = 2.92)
- Related training topics rated with most interest in staff accessing: assessment for instructional programming and progress monitoring (M = 3.79), transition planning for life after high school (M = 3.79), ASD diagnostic assessment (M = 3.71), laws, regulations, and policies (M = 3.71), and behavior intervention plans (M = 3.64), and community-based instruction (M = 3.64)

Direct Service.

- Mean ratings ranged from 3.22-4.32 (see Table 9).
- EBP rated with least interest accessing: time delay (M = 3.35), prompting (M = 3.44), reinforcement (M = 3.46), and video modeling (M = 3.46)
- EBP rated with most interest accessing: peer-mediated instruction and intervention (M = 4.32), naturalistic intervention (M = 4.11), and parent-implemented intervention (M = 4.07)
- Related training topics rated with least interest accessing: characteristics of ASD (M = 3.22), screening (M = 3.30) program evaluation (M = 3.44), and psychoanalytic theoretical conceptualizations of autism (M = 3.44)
- Related training topics rated with most interest accessing: technological supports/accommodations (M = 3.96), career development (M = 3.93), community-based instruction (M = 3.93), and developmental relationship-based treatment (M = 3.93)

High School Aged (15 to graduation).

Administrator.

- Mean ratings ranged from 2.62-4.27 (see Table 10).
- EBP rated with least interest in staff accessing: speech generating devices (M = 2.62), video modeling (M = 2.67), and prompting (M = 2.93)
- EBP rated with most interest in staff accessing: social skills training (M = 4.27), antecedent-based interventions (M = 3.93), functional behavior assessment (M = 3.93), and self-management (M = 3.80)
- Related training topics rated with least interest in staff accessing: screening (M = 2.71), psychoanalytic theoretical conceptualizations of autism (M = 2.79), and technological supports/accommodations (M = 3.08)
- Related training topics rated with most interest in staff accessing: transition planning for life after high school (M = 3.93), community-based instruction (M = 3.79), assessment for instructional programming and progress (M = 3.64), career development (M = 3.64), and laws, regulations, and policies (M = 3.64)

- Mean ratings ranged from 3.16-4.40 (see Table 10).
- EBP rated with least interest accessing: time delay (M = 3.21), video modeling (M = 3.38), and picture exchange communication system (M = 3.42)
- EBP rated with most interest accessing: structured work systems (M = 4.19), peer-mediated instruction and intervention (M = 4.08), functional behavior assessment (M = 4.00), and parent-implemented intervention (M = 4.00)
- Related training topics rated with least interest accessing: characteristics of ASD (M = 3.16), screening (M = 3.16), and psychoanalytic theoretical conceptualizations of autism (M = 3.20)
- Related training topics rated with most interest accessing: career development (M = 4.40), transition planning for life after high school (M = 4.24), and technological supports/accommodations (M = 4.16)

Adult (18 years and older).
Administrator.

- Mean ratings ranged from 2.92-4.21 (see Table 11).
- EBP rated with least interest in staff accessing: structured play groups (M = 3.07), speech generating devices (M = 3.08), and video modeling (M = 3.08)
- EBP rated with most interest in staff accessing: social skills training (M = 4.21), cognitive behavioral interventions (M = 4.15), and antecedent-based interventions (M = 4.14)
- Related training topics rated with least interest in staff accessing: screening (M = 2.92), psychoanalytic theoretical conceptualizations of autism (M = 3.08), and transition planning for early intervention / early childhood (M = 3.15)
- Related training topics rated with most interest in staff accessing: developmental relationship-based treatment (M = 4.15), career development (M = 4.08), and transition planning for life after high school (M = 4.08), assessment for instructional programming and progress monitoring (M = 4.00), characteristics of ASD (M = 4.00), and community-based instruction (M = 4.00)

Direct Service.

- Mean ratings ranged from 3.17-4.50 (see Table 11).
- EBP rated with least interest accessing: picture exchange communication system (M = 2.92), speech generating devices (M = 3.17), visual supports (M = 3.17), and task analysis (M = 3.25)
- EBP rated with most interest accessing: naturalistic intervention (M = 4.50), self-management (M = 4.17), and cognitive behavioral interventions (M = 4.08)
- Related training topics rated with least interest accessing: screening (M = 2.83), characteristics of ASD (M = 3.00), ASD diagnostic assessment (M = 3.42), program evaluation (M = 3.42), and psychoanalytic theoretical conceptualizations of autism (M = 3.42)
- Related training topics rated with most interest accessing: career development (M = 4.00), developmental relationship-based treatment (M = 4.00), inclusive practices (M = 3.92), behavior intervention plans (M = 3.83), community-based instruction (M = 3.83), technological supports/accommodations (M = 3.83), and characteristics of ASD (M = 3.83),transition planning for life after high school (M = 3.83)

Relations Among Confidence and Training Interest

For administrators, lower confidence in their staff implementing EBP was not significantly associated with higher interest in training (Table 5). However, for 2 related training topics (i.e., characteristics of ASD and laws, regulations and policies) lower confidence was significantly associated with higher interest in training. Additionally, positive associations between confidence ratings and training interest were expressed for 3 related training topics (i.e., assessment for instructional programming and progress monitoring, career development, and transition planning for early intervention / early childhood). For direct service personnel, lower confidence was associated significantly with higher interest in training for the evidence-based topic of reinforcement and related training topic of characteristics of ASD. Several positive associations include 2 EBP (i.e., computer-aided instruction and structured work systems) and 6 related training topics (i.e., career development, community-based instruction, developmental relationship-based treatment, program evaluation, transition planning for life after high school, transition planning for early intervention / early childhood).

Relations among Administrator and Direct Service Provider Ratings of Topics

Ratings of confidence between administrators and direct service personnel were significantly different for 6 of the 45 EBP and related training topics (Table 5). For 4 of the topics (i.e., discrete trial training, functional behavior assessment, picture exchange communication systems), direct service personnel ratings were significantly higher than ratings by administrators about their staff. Ratings by administrators for 2 topics (i.e., community-based instruction and transition planning after high school) were significantly higher than the direct service personnel.

No significant differences in ratings of interest between administrators and direct service providers were noted for 44 of the 45 topics. Administrators' ratings were significantly higher than direct service personnel for antecedent-based interventions.

Desired Training

Administrators ranked their top three training topics for their staff to participate; whereas, direct service personnel ranked their three most desired trainings.

Administrator and direct service.

Overall, 76 administrators and 183 direct service personnel responded. The most frequent responses for each are provided (Table 12).

Administrator.
- Functional behavior assessment (18 responses)
- Cognitive behavioral interventions (14 responses)
- Parent-implemented intervention (13 responses)

Direct Service
- Social skills training (41 responses)
- Cognitive behavioral interventions (30 responses)
- Technological supports/accommodations (28 responses)

Age served.

The most frequent responses for each group are provided. Administrators in each age served group identified functional behavior assessment and developmental relationship-based treatment as a need. Administrators and direct service personnel, except "Adult" respondents, identified social skills training as a need. The topic of special education laws, regulations and policies was identified by respondents serving individuals between 3 years of age and high school graduation.

Infant and Toddlers (birth through 2 years). (Table 13)
Administrator. (n=22)
- Functional behavior assessment (6 responses)
- Developmental relationship-based treatment (5 responses)
- Functional communication training (4 responses)
- Parent-implement training (4 responses)

Direct Service. (n=30)
- Parent-implement training (8 responses)
- Social skills training (7 responses)
- Picture exchange communication system (5 responses)

Pre-Kindergarten (3 through 5 years). (Table 13)
Administrator. (n=22)
- Behavior intervention plans (5 responses)
- Special education laws, regulations and policies (5 responses)
- Functional behavior assessment (4 responses)
- Cognitive behavioral interventions (3 responses)
- Developmental relationship-based treatment (3 responses)
- Parent-implemented intervention (3 responses)
- Peer-mediated instruction and intervention (3 responses)
- Social skills training (3 responses)

Direct Service. (n=36)
- Social skills training (12 responses)
- Social narrative/stories (7 responses)
- Structured play groups (6 responses)

Elementary School Aged (6 through 11 years). (Table 13)
Administrator. (n=18)
- Functional behavior assessment (5 responses)
- Special education laws, regulations and policies (5 responses)
- Response interruption/redirection (4 responses)
- Social skills training (4 responses)

- Developmental relationship-based treatment (3 responses)
- Peer-mediated instruction and intervention (3 responses)

Direct Service. (n=44)
- Social skills training (11 responses)
- Social narrative/stories (7 responses)
- Parent-implemented intervention (6 responses)
- Response interruption/redirection (6 responses)

Middle School Aged (12 through 14 years). (Table 14)
Administrator. (n=15)
- Transition planning for life after high school (5 responses)
- Developmental relationship-based treatment (4 responses)
- Social skills training (4 responses)
- Functional behavior assessment (3 responses)
- Screening (3 responses)
- Special education laws, regulations and policies (3 responses)

Direct Service. (n=29)
- Social skills training (7 responses)
- Transition planning for life after high school (7 responses)
- Behavior intervention plans (6 responses)
- Community-based instruction (4 responses)
- Functional behavior assessment (4 responses)
- Response interruption/redirection (4 responses)

High School Aged (15 to graduation). (Table 14)
Administrator. (n=15)
- Transition planning for life after high school (7 responses)
- Developmental relationship-based treatment (4 responses)
- Functional behavior assessment (4 responses)
- Social skills training (4 responses)
- Special education laws, regulations and policies (3 responses)

Direct Service. (n=26)
- Transition planning for life after high school (11 responses)
- Community-based instruction (6 responses)
- Social skills training (6 responses)
- Behavior intervention plans (4 responses)
- Career development (4 responses)

Adult (18 years and older). (Table 14)
<u>*Administrator.*</u> (n=14)
- Transition planning for life after high school (6 responses)
- Functional behavior assessment (4 responses)
- Developmental relationship-based treatment (3 responses)
- Social skills training (3 responses)

<u>*Direct Service.*</u> (n=12)
- Transition planning for life after high school (5 responses)
- Behavior intervention plans (3 responses)
- Career development (3 responses)
- Exercise (3 responses)
- Naturalistic intervention (2 responses)
- Parent-implemented intervention (2 responses)
- Response interruption/redirection (2 responses)

Participation in Training during the Past Three Years

Administrators identified trainings their staff attended during the last three years, whereas, direct service personnel responded about their own participation.

Administrator and direct service.
Overall, 75 administrators and 178 direct service personnel responded. The most frequent responses for each are provided (Table 15).

Administrator.
- Behavior intervention plans (31 responses)
- Characteristics of ASD (28 responses)
- Reinforcement (22 responses)

Direct Service
- Behavior intervention plans (55 responses)
- Characteristics of ASD (53 responses)
- Reinforcement (47 responses)

Age served.
Administrators and direct service personnel in each age served group reported attending training about characteristics of ASD. Behavior intervention plans was reported across all age groups. The most frequent responses for each group are provided.

Infant and Toddlers (birth through 2 years). (Table 16)
<u>*Administrator.*</u> (n=22)
- Characteristics of ASD (9 responses)

- Behavior intervention plans (8 responses)
- Picture exchange communication system (8 responses)
- Reinforcement (7 responses)

Direct Service. (n=30)
- Characteristics of ASD (14 responses)
- Visual supports (13 responses)
- Social skills training (12 responses)

Pre-Kindergarten (3 through 5 years). (Table 16)
Administrator. (n=22)
- Reinforcement (10 responses)
- Behavior intervention plans (8 responses)
- Characteristics of ASD (8 responses)
- Social skills training (8 responses)
- Modeling (6 responses)

Direct Service. (n=36)
- Characteristics of ASD (20 responses)
- Behavior intervention plans (18 responses)
- Social skills training (17 responses)

Elementary School Aged (6 through 11 years). (Table 13)
Administrator. (n=18)
- Social skills training (8 responses)
- Behavior intervention plans (6 responses)
- Characteristics of ASD (6 responses)
- ASD diagnostic assessment (5 responses)
- Reinforcement (5 responses)

Direct Service. (n=43)
- Behavior intervention plans (22 responses)
- Characteristics of ASD (21 responses)
- Social skills training (19 responses)

Middle School Aged (12 through 14 years). (Table 17)
Administrator. (n=15)
- Characteristics of ASD (6 responses)
- Social skills training (6 responses)
- ASD diagnostic assessment (5 responses)
- Picture exchange communication system (5 responses)
- Special education laws, regulations and policies (4 responses)

Direct Service. (n=29)

- Behavior intervention plans (16 responses)
- Functional behavior assessment (14 responses)
- Visual supports (14 responses)
- Characteristics of ASD (13 responses)

High School Aged (15 to graduation). (Table 17)
Administrator. (n=15)

- Social skills training (7 responses)
- Characteristics of ASD (6 responses)
- ASD diagnostic assessment (5 responses)
- Picture exchange communication system (5 responses)

Direct Service. (n=25)

- Characteristics of ASD (13 responses)
- ASD diagnostic assessment (12 responses)
- Behavior intervention plans (12 responses)
- Social skills training (11 responses)

Adult (18 years and older). (Table 17)
Administrator. (n=14)

- Social skills training (7 responses)
- Transition planning for life after high school (6 responses)
- Characteristics of ASD (5 responses)

Direct Service. (n=12)

- Visual supports (6 responses)
- Antecedent-based interventions (5 responses)
- Behavior intervention plans (5 responses)
- Characteristics of ASD (5 responses)
- Functional behavior assessment (5 responses)
- Social skills training (5 responses)
- ASD diagnostic assessment (4 responses)
- Crisis intervention (4 responses)
- Differential reinforcement (4 responses)
- Speech generating devices (4 responses)
- Special education laws, regulations and policies (4 responses)

Ratings of Training Benefits and Likelihood of Access

Respondents shared their views on 12 different professional development avenues (Table 18). They indicated the benefit and likelihood to access each of the training avenues. For each training avenue, benefit and likelihood of access were rated on a 5-point, Likert scale (1 = not at all, 2 = a little, 3 = somewhat, 4 = quite, 5 = extremely).

Benefits of Professional Development Avenues

Administrators indicated the likelihood that training avenues would benefit their staff, and direct service providers responded about themselves.

Administrator and direct service.

The number of responses for each avenue ranged from 69-75 for administrators and 165-181 for direct service personnel (Table 18).

Administrator.
- Mean ratings ranged from 2.57-4.12
- Professional development avenue rated with least benefit for staff: national conference (M = 2.57)
- Professional development avenue rated with most benefit for staff: workshop (M = 4.12)

Direct Service
- Mean ratings ranged from 2.78-4.27
- Professional development avenue rated with least benefit: study groups (M = 2.78)
- Professional development avenue rated with most benefit: workshop (M = 4.27)

Age served.

With the exception of high school administrators, workshop was reported as the most beneficial professional development avenue. The least beneficial avenues included online college course, study groups, and national conferences.

Infant and Toddlers (birth through 2 years).
The number of responses for each avenue ranged from 20-22 for administrators and 27-30 for direct service personnel (Table 19).

Administrator.
- Mean ratings ranged from 2.40-3.82.
- Professional development avenue rated with least benefit for staff: online college course (M = 2.40)
- Professional development avenue rated with most benefit for staff: workshop (M = 3.82)

Direct Service
- Mean ratings ranged from 2.67-4.38.
- Professional development avenue rated with least benefit: study groups (M = 2.67)
- Professional development avenue rated with most benefit: workshop (M = 4.38)

Pre-Kindergarten (3 through 5 years).

The number of responses for each avenue ranged from 20-22 for administrators and 31-36 for direct service personnel (Table 20).

Administrator.
- Mean ratings ranged from 2.76-3.91.
- Professional development avenue rated with least benefit for staff: national conference (M = 2.76)
- Professional development avenue rated with most benefit for staff: workshop (M = 3.91)

Direct Service
- Mean ratings ranged from 3.06-4.42.
- Professional development avenue rated with least benefit: on-campus college course (M = 3.06)
- Professional development avenue rated with most benefit: workshop (M = 4.42)

Elementary School Aged (6 through 11 years).

The number of responses for each avenue ranged from 15-18 for administrators and 34-42 for direct service personnel (Table 21).

Administrator.
- Mean ratings ranged from 2.33-3.89.
- Professional development avenue rated with least benefit for staff: on-campus college course (M = 2.33)
- Professional development avenue rated with most benefit for staff: online training (M = 3.89) and workshop (M = 3.89)

Direct Service
- Mean ratings ranged from 3.17-4.48.
- Professional development avenue rated with least benefit: on-campus college course (M = 3.17)
- Professional development avenue rated with most benefit: workshop (M = 4.48)

Middle School Aged (12 through 14 years).

The number of responses for each avenue ranged from 13-15 for administrators and 23-29 for direct service personnel (Table 22).

Administrator.
- Mean ratings ranged from 1.71-3.80.
- Professional development avenue rated with least benefit for staff: on-campus college course (M = 1.71)
- Professional development avenue rated with most benefit for staff: workshop (M = 3.80)

Direct Service
- Mean ratings ranged from 3.08-4.34.
- Professional development avenue rated with least benefit: study groups (M = 3.08)
- Professional development avenue rated with most benefit: workshop(M = 4.34)

High School Aged (15 to graduation).

The number of responses for each avenue ranged from 13-15 for administrators and 20-26 for direct service personnel (Table 23).

<u>*Administrator.*</u>

- Mean ratings ranged from 2.23-3.80.
- Professional development avenue rated with least benefit for staff: on-campus college course (M = 2.23)
- Professional development avenue rated with most benefit for staff: online training (M = 3.80)

<u>*Direct Service*</u>

- Mean ratings ranged from 2.59-4.35.
- Professional development avenue rated with least benefit: study groups (M = 2.59)
- Professional development avenue rated with most benefit: workshop (M = 4.35)

Adult (18 years and older).

The number of responses for each avenue ranged from 12-14 for administrators and 9-12 for direct service personnel (Table 24).

<u>*Administrator.*</u>

- Mean ratings ranged from 2.42-3.79.
- Professional development avenue rated with least benefit for staff: on-campus college course (M = 2.42)
- Professional development avenue rated with most benefit for staff: state conference (M = 3.79) and workshop (M = 3.79)

<u>*Direct Service*</u>

- Mean ratings ranged from 2.11-4.00.
- Professional development avenue rated with least benefit: study groups (M = 2.11)
- Professional development avenue rated with most benefit: workshop (M = 4.00)

Accessing Professional Development Avenues

Administrators indicated the likelihood their staff would access training avenues assuming the avenues were available, and direct service providers responded about themselves.

Administrator and direct service.

The number of responses for each avenue ranged from 65-72 for administrators and 163-178 for direct service personnel (Table 18).

<u>*Administrator.*</u>

- Mean ratings ranged from 1.85-4.11
- Professional development avenue rated as least likely for staff to access: national conference (M = 1.85)
- Professional development avenue rated as most likely for staff to access: workshop (M = 4.11)

Direct Service
- Mean ratings ranged from 2.44-4.24
- Professional development avenue rated as least likely to access: national conference (*M* = 2.44)
- Professional development avenue rated as most likely to access: workshop (*M* = 4.24)

Age served.
With the exception of high school direct service personnel, workshop was reported as the avenue most likely for accessing training. The least beneficial avenues included online college course, study groups, and national conferences.

Infant and Toddlers (birth through 2 years).
The number of responses for each avenue ranged from 19-21 for administrators and 26-29 for direct service personnel (Table 19).

Administrator.
- Mean ratings ranged from 1.90-3.90.
- Professional development avenue rated as least likely for staff to access: online college course (*M* = 1.90)
- Professional development avenue rated as most likely for staff to access: workshop (*M* = 3.90)

Direct Service
- Mean ratings ranged from 2.23-4.34.
- Professional development avenue rated as least likely to access: study groups (*M* = 2.23)
- Professional development avenue rated as most likely to access: workshop (*M* = 4.34)

Pre-Kindergarten (3 through 5 years).
The number of responses for each avenue ranged from 21-22 for administrators and 31-35 for direct service personnel. The least and most beneficial professional development avenues are provided (Table 20).

Administrator.
- Mean ratings ranged from 1.71-3.86.
- Professional development avenue rated as least likely for staff to access: national conference (*M* = 1.71)
- Professional development avenue rated as most likely for staff to access: workshop (*M* = 3.86)

Direct Service
- Mean ratings ranged from 2.75-4.46.
- Professional development avenue rated as least likely to access: on-campus college course (*M* = 2.75)
- Professional development avenue rated as most likely to access: workshop (*M* = 4.46)

Elementary School Aged (6 through 11 years).
The number of responses for each avenue ranged from 16-18 for administrators and 34-42 for direct service personnel. The least and most beneficial professional development avenues are provided (Table 21).

Administrator.
- Mean ratings ranged from 1.63-3.83.
- Professional development avenue rated as least likely for staff to access: on-campus college course (*M* = 1.63)
- Professional development avenue rated as most likely for staff to access: online training (*M* = 3.89) and workshop (*M* = 3.83)

Direct Service
- Mean ratings ranged from 2.71-4.36.
- Professional development avenue rated as least likely to access: on-campus college course (*M* = 2.71)
- Professional development avenue rated as most likely to access: workshop (*M* = 4.36)

Middle School Aged (12 through 14 years).
The number of responses for each avenue ranged from 13-15 for administrators and 22-28 for direct service personnel. The least and most beneficial professional development avenues are provided (Table 22).

Administrator.
- Mean ratings ranged from 2.15-3.87.
- Professional development avenue rated as least likely for staff to access: on-campus college course (*M* = 2.15)
- Professional development avenue rated as most likely for staff to access: workshop (*M* = 3.87)

Direct Service.
- Mean ratings ranged from 2.74-4.18.
- Professional development avenue rated as least likely to access: study groups (*M* = 2.74)
- Professional development avenue rated as most likely to access: workshop(*M* = 4.18)

High School Aged (15 to graduation).
The number of responses for each avenue ranged from 14-15 for administrators and 20-26 for direct service personnel. The least and most beneficial professional development avenues are provided (Table 23).

Administrator.
- Mean ratings ranged from 1.79-3.73.
- Professional development avenue rated as least likely for staff to access: on-campus college course (*M* = 1.79)
- Professional development avenue rated as most likely for staff to access: online training (*M* = 3.73) and workshop (*M* = 3.73)

Direct Service.
- Mean ratings ranged from 2.50-4.27.
- Professional development avenue rated as least likely to access: study groups (*M* = 2.50)
- Professional development avenue rated as most likely to access: online training (*M* = 4.27)

Adult (18 years and older).
The number of responses for each avenue ranged from 13-14 for administrators and 9-12 for direct service personnel. The least and most beneficial professional development avenues are provided (Table 24).

Administrator.
- Mean ratings ranged from 2.15-3.93.
- Professional development avenue rated as least likely for staff to access: on-campus college course (*M* = 2.15) and online college course (*M* = 2.15)
- Professional development avenue rated as most likely for staff to access: workshop (*M* = 3.93)

Direct Service.
- Mean ratings ranged from 2.00-4.17.
- Professional development avenue rated as least likely to access: study groups (*M* = 2.00)
- Professional development avenue rated as most likely to access: workshop (*M* = 4.17)

Relations among Benefit and Access of Professional Development
Significant positive relationships were found for all professional development avenues for administrators and direct service personnel (Table 18). Avenues rated as *not at all* or only *a little* likely to benefit from were also rated as *not at all* or only *a little* likely to access (i.e., national conference, on-campus college course, online college course, and study groups). Professional development avenues rated as *quite* or *extremely* likely to benefit from were also rated as *quite* or *extremely* likely to access (i.e., workshop).

Relations among Administrator and Direct Service Provider Ratings of Benefit and Access of Professional Development
Ratings of benefit between administrators and direct service personnel were significantly different for 2 of the 12 professional development avenues (i.e., on-campus college course and summer institute) (Table 18). Direct service personnel ratings were significantly higher than ratings by administrators about their staff.

Ratings of the likelihood direct service personnel would access a professional development avenue significantly differed between administrators and direct service personnel for 3 of the 12 avenues (i.e., national conference, online college course, and summer institute) (Table 18). Direct service personnel ratings were significantly higher than ratings by administrators.

Factors Affecting Participation in Training

Respondents expressed the likelihood different factors would affect participation in training (Table 25). Several factors (e.g., timing, credit, cost, travel, length, etc.) were rated on a 3-point, Likert scale (1 = less likely, 2 = neither more nor less likely, 3 = more likely). Respondents also identified the most difficult months to attend training. Administrators indicated how factors would affect staff participation in training, and direct service providers responded about themselves.

Administrator and direct service.

The number of responses for each avenue ranged from 69-75 for administrators and 165-181 for direct service personnel (Table 25). Administrators and direct service personnel report one day trainings are most likely to be attended and four day trainings as the least likely to be attended. Both administrators and direct service personnel report December as the most difficult month to attend professional development. Administrators report June as the easiest month, and direct service personnel report October as the easiest month to attend training.

Administrator.

Likelihood of Participation in Training
- Mean ratings ranged from 1.19 – 2.77
- Administrators rate personnel as least likely to participate in training if it requires out of state travel (M = 1.19)
- Administrators rate personnel as most likely to participate in training if reimbursed for personal expenses (M = 2.77)

Length of Training
- Mean ratings ranged from 1.10 – 2.77
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend
- Percentages range from 13.5% – 63.5%
- Month least likely to attend: December
- Month most likely to attend: June

Direct Service

Likelihood of Participation in Training
- Mean ratings ranged from 1.35 – 2.68
- Personnel are least likely to participate in training that requires out of state travel (M = 1.35)
- Personnel are most likely to participate in training that results in continuing education units (M = 2.68)

Length of Training
- Mean ratings ranged from 1.42 – 2.71
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend
- Percentages range from 13.7% – 52.7%
- Month least likely to attend: December
- Month most likely to attend: October

Age served.

Administrators across age groups reported personnel are most likely to participate in on-line training. With the exception of high school age, direct care personnel are most likely to participate in training that result in continuing education units. Both administrators and direct care personnel across age groups are least likely to participate in training that requires out of state travel or that takes place in December.

Infant and Toddlers (birth through 2 years).

The number of responses for each factor was 22 administrators and 30 direct service personnel (Table 26).

Administrator.

Likelihood of Participation in Training
- Mean ratings ranged from 1.18 – 2.86
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.18)
- Personnel are most likely to participate in training for staff that results in continuing education units: (M = 2.86)

Length of Training
- Mean ratings ranged from 1.05 – 2.77
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 2-3 hours

Month Most Difficult to Attend
- Percentages range from 4.5% – 72.7%
- Month least likely to attend: December
- Month most likely to attend: June

Direct Service

Likelihood of Participation in Training
- Mean ratings ranged from 1.27 – 2.9
- Personnel least likely to participate in training that requires out of state travel: (M = 1.27)
- Personnel most likely to participate in training that results in continuing education units: (M = 2.9)

Length of Training
- Mean ratings ranged from 1.37 – 2.83
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend
- Percentages range from 6.7% – 66.7%
- Month least likely to attend: December
- Month most likely to attend: April

Pre-Kindergarten (3 through 5 years).
The number of responses for each factor was 22 for administrators and 36 direct service personnel (Table 26).

<u>*Administrator.*</u>
Likelihood of Participation in Training
- Mean ratings ranged from 1.09 – 2.82
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.09)
- Personnel are most likely to participate in training for staff that are on-line and available anytime: (M = 2.82)

Length of Training
- Mean ratings ranged from 1.05 – 2.73
- Length of training least likely to attend: 4 days or 4 or more days
- Length of training most likely to attend: 2-3 hours

Month Most Difficult to Attend
- Percentages range from 13.6% – 59.1%
- Month least likely to attend: December
- Month most likely to attend: June

<u>*Direct Service*</u>
Likelihood of Participation in Training
- Mean ratings ranged from 1.37 – 2.88
- Personnel least likely to participate in training that requires out of state travel: (M = 1.37)
- Personnel most likely to participate in training that results in continuing education units: (M = 2.88)

Length of Training
- Mean ratings ranged from 1.29 – 2.86
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend
- Percentages range from 13.9% – 58.3%
- Month least likely to attend: December
- Months most likely to attend: February and March

Elementary School Aged (6 through 11 years).

The number of responses for each avenue ranged from 17-18 for administrators and 42-43 for direct service personnel (Table 26).

Administrator.

Likelihood of Participation in Training

- Mean ratings ranged from 1.06 – 2.83
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.06)
- Personnel are most likely to participate in training for staff that are on-line and available anytime: (M = 2.83)

Length of Training

- Mean ratings ranged from 1.0 – 2.82
- Length of training least likely to attend: 4 days or 4 or more days
- Length of training most likely to attend: 2-3 hours

Month Most Difficult to Attend

- Percentages range from 11.1% – 55.6%
- Month least likely to attend: December
- Month most likely to attend: September

Direct Service

Likelihood of Participation in Training

- Mean ratings ranged from 1.29 – 2.9
- Personnel least likely to participate in training that requires out of state travel: (M = 1.29)
- Personnel most likely to participate in training that results in continuing education units: (M = 2.9)

Length of Training

- Mean ratings ranged from 1.39 – 2.84
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend

- Percentages range from 16.7% – 61.9%
- Month least likely to attend: December
- Months most likely to attend: February and November

Middle School Aged (12 through 14 years).

The number of responses for each factor ranged from 14-15 for administrators and included 28 direct service personnel (Table 27).

Administrator.

Likelihood of Participation in Training

- Mean ratings ranged from 1.07 – 2.8
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.07)
- Personnel are most likely to participate in training for staff that are on-line and available anytime: (M = 2.8)

Length of Training

- Mean ratings ranged from 1.0 – 2.86
- Length of training least likely to attend: 4 days or 4 or more days
- Length of training most likely to attend: 2-3 hours

Month Most Difficult to Attend

- Percentages range from 13.3% – 66.7%
- Month least likely to attend: December
- Month most likely to attend: June, September, October

Direct Service

Likelihood of Participation in Training

- Mean ratings ranged from 1.44 – 2.93
- Personnel least likely to participate in training that requires out of state travel: (M = 1.44)
- Personnel most likely to participate in training that results in continuing education units: (M = 2.93)

Length of Training

- Mean ratings ranged from 1.36 – 2.76
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend

- Percentages range from 10.7% – 60.7%
- Month least likely to attend: December
- Months most likely to attend: March, October

High School Aged (15 to graduation).

The number of responses for each avenue ranged from 14-15 for administrators and 24-26 for direct service personnel (Table 27).

<u>*Administrator.*</u>

Likelihood of Participation in Training

- Mean ratings ranged from 1.07 – 2.73
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.07)
- Personnel are most likely to participate in training for staff that are on-line and available anytime: (M = 2.73)

Length of Training

- Mean ratings ranged from 1.0 – 2.86
- Length of training least likely to attend: 4 days or 4 or more days
- Length of training most likely to attend: 2-3 hours

Month Most Difficult to Attend

- Percentages range from 13.3% – 66.7%
- Month least likely to attend: December
- Month most likely to attend: March, September, October

<u>*Direct Service*</u>

Likelihood of Participation in Training

- Mean ratings ranged from 1.33 – 2.88
- Personnel least likely to participate in training that requires out of state travel: (M = 1.33)
- Personnel most likely to participate in training that results in continuing education units: (M = 2.88)

Length of Training

- Mean ratings ranged from 1.42 – 2.81
- Length of training least likely to attend: 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend

- Percentages range from 11.5% – 50%
- Month least likely to attend: December
- Months most likely to attend: February

Adult (18 years and older).

The number of responses for each avenue ranged from 13-14 for administrators and included 12 direct service personnel (Table 27).

Administrator.

Likelihood of Participation in Training

- Mean ratings ranged from 1.07 – 2.71
- Personnel are least likely to participate in training that requires out of state travel: (M = 1.07)
- Personnel are most likely to participate in training for staff that are on-line and available anytime: (M = 2.71)

Length of Training

- Mean ratings ranged from 1.0 – 2.86
- Length of training least likely to attend: 4 days or 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend

- Percentages range from 0% – 57.1%
- Month least likely to attend: December
- Month most likely to attend: March

Direct Service

Likelihood of Participation in Training

- Mean ratings ranged from 1.36 – 2.83
- Personnel least likely to participate in training that requires out of state travel or overnight stay: (M = 1.36)
- Personnel most likely to participate in training that is available during the day or on-line anytime: (M = 2.83)

Length of Training

- Mean ratings ranged from 1.33 – 2.58
- Length of training least likely to attend: 4 or 4 or more days
- Length of training most likely to attend: 1 day

Month Most Difficult to Attend

- Percentages range from 8.3% – 41.7%
- Month least likely to attend: December
- Months most likely to attend: October

Resources

Access to Lead Professional with Responsibilities for Supporting Individuals with ASD

Administrators and direct service personnel identified whether a lead professional was assigned with responsibilities for supporting individuals with ASD.

Administrator and direct service.

Overall, 76 administrators and 184 direct service personnel responded, and the most frequent responses are provided (Table 28).

Administrator.
- 38 reported a lead professional
- Special education administrator (9 responses)
- Special education teacher (6 responses)
- Administrator / agency director / program manager (5 responses)

Direct Service.
- 127 reported a lead professional
- Special education teacher (14 responses)
- Special education administrator (12 responses)
- Administrator / agency director / program manager (4 responses)

Age served.

For each age group, the responses are low and spread across several professional disciplines (Tables 29-30).

Primary Sources of Information about ASD

Respondents identified their primary source of information about ASD.

Administrator and direct service.

Overall, 76 administrators and 184 direct service personnel responded. The most frequently reported sources of information are provided (Table 31).

Administrator.
- Training / workshops (20 responses)
- Internet (11 responses)
- State autism organization (9 responses)

Direct Service
- Training / workshops (56 responses)
- Internet (29 responses)
- State conference (19 responses)

Age served.

Training / workshop was reported across all administrators and direct service personnel as a primary source of information. Service personnel across all ages served identified the internet as a source. State autism organizations and state conference were also reported for most groups. The most frequently reported sources of information are provided for each group.

Infant and Toddlers (birth through 2 years). (Table 32)
<u>Administrator.</u> (n=22)
- Training / workshops (5 responses)
- State autism organization (5 responses)
- Journal articles (4 responses)

<u>Direct Service.</u> (n=30)
- Training / workshops (10 responses)
- State conference (5 responses)
- State autism organization (3 responses)

Pre-Kindergarten (3 through 5 years). (Table 32)
<u>Administrator.</u> (n=22)
- Training / workshops (4 responses)
- State autism organization (3 responses)
- Parents (3 responses)

<u>Direct Service.</u> (n=37)
- Training / workshops (14 responses)
- Internet (5 responses) (includes webinar listed in comments)
- Books (4 responses)
- State conference (4 responses)

Elementary School Aged (6 through 11 years). (Table 32)
<u>Administrator.</u> (n=18)
- Training / workshops (4 responses)
- State autism organization (3 responses)

<u>Direct Service.</u> (n=44)
- Training / workshops (20 responses)
- State conference (4 responses)
- Internet (4 responses) (includes webinar listed in comments)

Middle School Aged (12 through 14 years). (Table 33)

Administrator. (n=15)

- Training / workshops (3 responses)
- State autism organization (4 responses)

Direct Service. (n=29)

- Training / workshops (13 responses)
- Internet (3 responses) (includes webinar listed in comments)

High School Aged (15 to graduation). (Table 33)

Administrator. (n=15)

- State autism organization (4 responses)
- Training / workshops (3 responses)

Direct Service. (n=26)

- Training / workshops (12 responses)
- Internet (4 responses)

Adult (18 years and older). (Table 33)

Administrator. (n=14)

- Training / workshops (3 responses)

Direct Service. (n=12)

- Internet (3 responses) (includes webinar listed in comments)
- Training / workshops (3 responses)

Additional Services Needed

Respondents identified additional services they would like to have in their communities.

Administrator and direct service.

Overall, 74 administrators and 175 direct service personnel responded. The most frequently identified services are provided (Table 34).

Administrator.

- Applied behavior analysis (37 responses)
- Family and caregiver training (36 responses)
- Behavior assessment (35 responses)
- Behavioral intervention (34 responses)
- Family support group (32 responses)
- Social skills training (32 responses)

Direct Service

- Social skills training (79 responses)
- Family support group (76 responses)
- Family and caregiver training (75 responses)
- Applied behavior analysis (66 responses)
- Sensory integration training (62 responses)
- Respite (60 responses)

Age served.

With the exception of the adult age group, administrators and service personnel reported the need for applied behavior analysis. Family and caregiver training and family support were reported by most age groups as a need. Those serving individuals 12 years of age through adulthood identified social skills training. The most frequently identified services needed are provided for each group.

Infant and Toddlers (birth through 2 years). (Table 35)
Administrator. (n=22)

- Applied behavior analysis (13 responses)
- Family and caregiver training (12 responses)
- Family support group (12 responses)
- Child care (10 responses)
- Extended school year for students in public school (10 responses)
- Mental health education for educators (10 responses)
- Mental health education for family members (10 responses)
- Sensory integration training (10 responses)

Direct Service. (n=29)

- Applied behavior analysis (15 responses)
- Behavioral intervention (15 responses)
- Sensory integration training (15 responses)
- Child care (14 responses)
- Advocacy training (13 responses)

Pre-Kindergarten (3 through 5 years). (Table 35)
Administrator. (n=21)

- Applied behavior analysis (13 responses)
- Family and caregiver training (11 responses)
- Family support group (11 responses)
- Mental health education for educators (11 responses)
- Mental health education for family members (10 responses)
- Supported living (10 responses)

Direct Service. (n=34)

- Respite (18 responses)
- Family support group (17 responses)
- Applied behavior analysis (16 responses)
- Family and caregiver training (16 responses)

Elementary School Aged (6 through 11 years). (Table 35)

Administrator. (n=17)

- Applied behavior analysis (9 responses)
- Behavior assessment (8 responses)
- Mental health education for educators (8 responses)
- Mental health education for family members (8 responses)
- Supported living (8 responses)
- Assistive technology (7 responses)
- Extended school year for students in public school (7 responses)
- Family and caregiver training (7 responses)
- Job coaching for employment (7 responses)
- Rehabilitation counseling for employment related skills (7 responses)

Direct Service. (n=41)

- Family support group (19 responses)
- Behavioral intervention (18 responses)
- Applied behavior analysis (16 responses)
- Family and caregiver training (16 responses)
- Respite (16 responses)

Middle School Aged (12 through 14 years). (Table 36)

Administrator. (n=15)

- Supported living (10 responses)
- Applied behavior analysis (9 responses)
- Counseling / therapy (8responses)

Direct Service. (n=27)

- Respite (16 responses)
- Behavioral intervention (14 responses)
- Applied behavior analysis (13 responses)
- Family support group (13 responses)
- Social skills training (13 responses)

High School Aged (15 to graduation). (Table 36)

<u>*Administrator.*</u> (n=15)

- Supported living (10 responses)
- Applied behavior analysis (9 responses)
- Social work services in school (8 responses)

<u>*Direct Service.*</u> (n=25)

- Job coaching for employment (14 responses)
- Behavioral intervention (10 responses)
- Vocational training (10 responses)
- Applied behavior analysis (9 responses)
- Sensory integration training (9 responses)
- Social skills training (9 responses)
- Supported living (9 responses)

Adult (18 years and older). (Table 36)

<u>*Administrator.*</u> (n=14)

- Behavior assessment (9 responses)
- Recreation (9 responses)
- Supporting living (9 responses)
- Adult day services (8 responses)
- Advocacy alerts regarding state and federal legislation (8 responses)
- Advocacy training (8 responses)
- Family and caregiver training (8 responses)
- Family support group (8 responses)
- Job coaching for employment (8 responses)
- Rehabilitation counseling for employment related skills (8 responses)
- Social skills training (8 responses)

<u>*Direct Service.*</u> (n=10)

- Advocacy training (6 responses)
- Adult day services (5 responses)
- Social skills training (5 responses)
- Advocacy alerts regarding state and federal legislation (4 responses)
- Family support group (4 responses)
- Supported living (4 responses)

Strengths

Respondents described strengths their agency / program / district demonstrates in serving individuals with ASD. A summary of the responses are provided in Table 37.

Other Comments

Respondents provided other comments, ideas, and suggestions regarding training. A summary of the responses are provided in Table 38.

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APPENDIX A

Descriptions of Evidence-Based Practices and Related Topics

Evidence-Based Practices (Wilczynski et al., 2009, Wong et al., 2013)

Antecedent-Based Interventions: Strategies in which changes or modifications are made before an individual responds incorrectly or engages in problem behavior, such as providing a warning about the next activity, providing access to sensory objects/activities, or altering the way instruction is presented.

Cognitive Behavioral Interventions: Interventions aimed at teaching an individual to examine thoughts and emotions and to use strategies to change negative thoughts and emotions.

Computer-Aided Instruction: The use of computers to teach academic skills and to promote communication and language development and skills, such as computer modeling and computer tutors.

Differential Reinforcement: Consistent and systematic reinforcement for appropriate behavior, while withholding reinforcement when an individual engages in interfering behavior.

Discrete Trial Training: A one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner. Positive praise and/or tangible rewards are used to reinforce desired skills or behaviors. Data are collected on desired skills or behaviors.

Exercise: A strategy that involves an increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior while increasing physical fitness and motor skills.

Extinction: After systematically identifying what is reinforcing an interfering behavior using a functional behavior assessment, one withdraws or terminates the reinforcer to reduce or eliminate the unwanted behavior.

Functional Behavior Assessment (FBA): A set of strategies used to determine the underlying purpose of a behavior in order to develop an effective intervention plan. Includes describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis, including data collection.

Functional Communication Training: After identifying the function of an interfering behavior or subtle communication act, one teaches appropriate and effective communication behaviors to replace the interfering behavior.

Modeling: Demonstration of a desired target behavior that results in imitation of the behavior by the individual with ASD and that leads to the acquisition of the imitated behavior.

Naturalistic Intervention: A collection of practices including environmental arrangement, interaction techniques, and behavioral strategies using materials and an environment that reflects the individual's interests and captures natural reinforcement opportunities in the environment.

Parent-Implemented Instruction: Using a structured training program to teach parents to implement individualized intervention practices with their child.

Peer-Mediated Intervention: Teaching typically developing peers ways to interact with and help learners with ASD to acquire new social skills by increasing social opportunities within natural environments.

Picture Exchange Communication System (PECS): A 6-phase communication system in which learners give a picture of a desired item to a communicative partner in exchange for the item.

Pivotal Response Training (PRT): Using antecedent-based interventions, prompting, and reinforcement, PRT aims to facilitate generalization, increase spontaneity, reduce prompt dependency, and increase motivation. Core elements include the use of natural reinforcement and balancing child and adult control.

Prompting: Using a systematic procedure (e.g., verbal, gestural, or physical assistance; least-to-most prompting; simultaneous prompting) to assist learners in using a specific skill.

Reinforcement: Using a systematic procedure (e.g., positive reinforcement, token economy system) to increase the probability that a behavior will occur in the future.

Response Interruption/Redirection: Decreasing interfering behaviors (usually repetitive, stereotypical, and self-injurious behaviors) by stopping the learner from engaging in the interfering behavior and prompting the learner to engage in a more appropriate, alternative behavior.

Scripting: Involves presenting learners with a verbal and/or written description about a specific skill or situation that is practiced repeatedly before the skilled is used in the actual situation. This helps the individual anticipate what may happen and improve their ability to appropriately participate.

Self-management: Teaching learners to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves when they meet a certain goal.

Social Narrative/ Stories: Narratives describing social situations by highlighting relevant cues and offering examples of appropriate responding. They are individualized and typically include pictures or visual aids,

Social Skills Training: An adult facilitator teaches small groups of individuals with disabilities appropriate ways to interact with others through instruction, role-play, and feedback.

Speech Generating Devices: Electronic devices that are portable in nature and can produce either synthetic or digital speech for the user. They may be used with graphic symbols, as well as with alphabet keys.

Structured Play Groups: Interventions using small groups to teach a broad range of outcomes. Small group activities occur in a defined area and with a defined activity, include typically developing peers, clear delineation of theme roles of the adults, as well as needed support for the learners.

Structured Work Systems: Learners practice previously mastered skills in a visually organized space that explicitly communicates what the learner is supposed to do, how much work there is to be completed, how the learner knows he/she is finished, and what to do when he/she is finished (e.g., play skills, self-help skills, academic skills).

Task Analysis: The process of breaking a skill into smaller, more manageable steps in order to teach the skill.

Time Delay: First a skill is taught using errorless teaching, where one prompts the learner to the correct response immediately after providing the initial instruction. Then a brief delay is provided between the initial instruction and any additional prompts.

Video Modeling: Using video recording and display to provide a visual model of the targeted behavior or skill.

Visual Support: Tools presented visually to support an individual as he or she moves through the day, including pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts.

Related Training Topics (Brock et al., 2014)

Alternate Assessment: Designing and administering appropriate alternate assessments for individuals with ASD.

ASD Diagnostic Assessment: Methods of determining whether or not individuals meet ASD diagnostic criteria.

Assessment for Instructional Programming & Progress Monitoring: Strategies for assessing student / individual progress in order to make instructional decisions, demonstrate student / individual achievement, and set future goals.

Behavior Intervention Plan: A plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, hypotheses as to why the problem behavior occurs and intervention strategies to address the behavior.

Career Development: Strategies for matching individuals with ASD with career paths and enabling them to develop the skills that they will need to be successful in these careers.

Characteristics of ASD: Basic information about ASD including diagnostic criteria, common related features, and how to consider these issues when planning instruction and intervention for individuals with ASD.

Community-Based Instruction: Planning and implementing community-based instruction that meets individualized goals and builds functional skills.

Developmental Relationship-based Treatment: Involves procedures based on developmental theory and emphasize the importance of social relationships. Treatment may be delivered in the home, classroom, and community. The treatment programs target the symptoms of ASD, have treatment manuals, provide a high degree of intensity, and measure the overall effectiveness of the program.

Inclusive Practices: Accommodations, strategies, and instructional methods that enable individuals with ASD to be more successful in inclusive settings.

Laws, Regulations and Policies: An overview of current federal and state laws, regulations, and policies relating to individuals with ASD (e.g., Individuals with Disabilities Education Act; Autism CARES Act, etc.)

Program Evaluation: An overview of quality indicators for educational programs for individuals with ASD, and strategies for assessing programs for these quality indicators.

Psychoanalytic Theoretical Conceptualizations of Autism: An overview of theoretical conceptualizations of ASD, including theory of mind, weak central coherence theory, and executive functioning theory.

Screening: A process of identifying children who need more extensive evaluation and assessment. Screening involves the use of standardized tools to assess the risk of developmental delay. Screening tools are not intended to indicate whether or not an individual has autism; it only rules in or rules out the possibility of autism.

Technological Supports / Accommodations: Strategies for using technology to support individuals with ASD, such as the use of electronic timers for subtle prompting, or visual organizers on computer tablets or personal digital assistants.

Transition Planning: Strategies for transition planning for individuals with ASD, including methods of transition assessment and strategies for developing plans that effectively guide transition-related instruction in preparation for life after high school.

Transition Planning for Early Intervention / Early Childhood: Preparing children with disabilities and their families for transitions they may experience across settings and agencies, including neonatal intensive care unit to the home, home to an inclusive or special education preschool program, and/or preschool program to a kindergarten or traditional school age classroom.

APPENDIX B

The Oklahoma Family Interagency Coordinating Council

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Table 1. Employment or Contract: Administrator and Direct Service Provider (all that apply)

	Administrator (n=77)	Direct Service (n=186)
Advocacy Agency	3	4
Bureau of Indian Affairs	0	0
Child Care	8	6
College or University	4	1
Community Mental Health Center	1	1
Community Rehabilitation Program	1	1
DHS / Adult Protective Services	0	1
DHS / Child Care Services	2	14
DHS / Child Welfare	0	2
DHS / Developmental Disabilities Services	4	6
Early Head Start	4	4
Head Start	6	5
Hospital	1	3
Intermediate Care Facility for Individuals with Intellectual Disabilities ICF/IID	3	1
Nursing Home	0	0
ODMHSAS / Children, Youth & Family Division	0	0
ODMHSAS / Community Based Services	0	1
ODMHSAS / Prevention	0	0
ODMHSAS / Substance Abuse	0	0
ODMHSAS / Systems of Care	0	1
Oklahoma Department of Rehabilitation Services	0	0
OSDH / Child Guidance	0	1
Other Education / Support Agency, including non-profits	6	4
Private or Non-Profit Health Agency	4	4
Private School	5	3
Private Therapy Clinic	1	12
Public School System	24	115
Residential Treatment Center	1	0
SoonerStart (OSDE / OSDH)	6	20
Other agencies or programs include:	10	14

Administrator — Other agencies or programs include:
- Autism Quest
- Community Action Agency
- Dale Rogers Training Center
- Employment and residential living for individuals with intellectual disabilities
- Office of Client Advocacy
- Private developmental center
- Teaching and learning laboratory for early childhood education
- Tribal mental health program
- Vocational Provider
- Wyandotte Nation

Direct Service — Other agencies or programs include:
- Communication/ speech therapy
- Creek Nation Behavioral Health
- DHS-Ofc. of Client Advocacy
- Early education developmental center for special needs children
- Francis Tuttle Tech Center Project SEARCH @ Mercy Hospital
- Nonprofit mental health
- Oklahoma School for the Blind
- Pioneer Library System
- Premier Behavioral Health Counseling
- Private practice
- Public charter school
- Therapist, also a foster parent
- Tribal Behavioral Health

Table 2. Employment or Contract: Age Served.

	Infant and Toddlers Birth through 2 years		Pre-Kindergarten 3 through 5 yrs		Elementary School Aged 6 through 11 yrs	
	Administrator	Direct Care	Administrator	Direct Care	Administrator	Direct Care
Agency	2	1	2	2	2	3
Bureau of Indian Affairs	0	0	0	0	0	0
Child Care	4	1	4	2	3	1
College or University	2	0	2	0	1	0
Community Mental Health Center	0	1	0	0	0	1
Community Rehabilitation Program	0	0	0	1	0	1
DHS / Adult Protective Services	0	0	0	0	0	0
DHS / Child Care Services	0	2	0	2	0	2
DHS / Child Welfare	0	0	0	0	0	1
DHS / Developmental Disabilities Services	0	0	0	1	0	3
Early Head Start	4	1	4	1	0	1
Head Start	4	1	4	2	0	2
Hospital	1	1	1	2	1	2
Intermediate Care Facility for Individuals with Intellectual Disabilities ICF/IID	1	0	1	0	1	0
Nursing Home	0	0	0	0	0	0
O Advocacy SDH / Child Guidance	0	1	0	1	0	1
ODMHSAS / Children, Youth & Family Division	0	0	0	0	0	0
ODMHSAS / Community Based Services	0	0	0	1	0	0
ODMHSAS / Prevention	0	0	0	0	0	0
ODMHSAS / Substance Abuse	0	0	0	0	0	0
ODMHSAS / Systems of Care	0	0	0	0	0	0
Oklahoma Department of Rehabilitation Services	0	0	0	0	0	0
Other Education / Support Agency, including non-profits	2	1	4	2	2	2
Private or Non-Profit Health Agency	3	1	4	3	4	4
Private School	1	2	3	2	3	1
Private Therapy Clinic	1	4	1	7	1	9
Public School System	1	3	4	17	4	24
Residential Treatment Center	0	0	0	0	0	0
SoonerStart (OSDE / OSDH)	6	17	0	1	0	2
Other (please specify)	4	5	4	9	2	8
	• Early Education Developmental Center for special needs children • Oklahoma School for the Blind • Pioneer Library System • Teaching and learning laboratory for early childhood education • Therapist, also a foster parent • Tribal mental health program • Wyandotte Nation		• Creek Nation Behavioral Health • Early education developmental center for special needs children • Nonprofit mental health • Oklahoma School for the Blind • Pioneer Library System • Premier Behavioral Health Counseling • Teaching and learning laboratory for early childhood education • Therapist, also a foster parent • Tribal Behavioral Health • Tribal mental health program • Wyandotte Nation		• Communication/ speech therapy • Nonprofit mental health • Oklahoma School for the Blind • Pioneer Library System • Premier Behavioral Health Counseling • Therapist, also a foster parent • Tribal Behavioral Health • Tribal mental health program • Wyandotte Nation	
Total	36	42	38	56	24	68

Table 2. (continued) Employment or Contract: Age Served.

	Middle School Aged 12 through 14 years		High School Aged 15 years to graduation		Adult 18 years and older	
	Administrator	Direct Care	Administrator	Direct Care	Administrator	Direct Care
Advocacy Agency	2	2	2	2	2	3
Bureau of Indian Affairs	0	0	0	0	0	0
Child Care	0	2	0	1	0	0
College or University	1	0	1	0	0	1
Community Mental Health Center	0	1	0	1	0	0
Community Rehabilitation Program	0	1	1	1	1	1
DHS / Adult Protective Services	0	0	0	0	0	1
DHS / Child Care Services	0	2	0	2	0	1
DHS / Child Welfare	0	0	0	0	0	0
DHS / Developmental Disabilities Services	0	2	0	1	0	3
Early Head Start	0	1	0	1	0	0
Head Start	0	2	0	1	0	0
Hospital	1	2	1	2	0	1
Intermediate Care Facility for Individuals with Intellectual Disabilities ICF/IID	1	0	1	0	2	1
Nursing Home	0	0	0	0	0	0
ODMHSAS / Children, Youth & Family Division	0	0	0	0	0	0
ODMHSAS / Community Based Services	0	1	0	0	0	0
ODMHSAS / Prevention	0	0	0	0	0	0
ODMHSAS / Substance Abuse	0	0	0	0	0	0
ODMHSAS / Systems of Care	0	1	0	0	0	0
Oklahoma Department of Rehabilitation Services	0	0	0	0	0	0
OSDH / Child Guidance	0	0	0	0	0	0
Other Education / Support Agency, including non-profits	1	2	1	0	1	1
Private or Non-Profit Health Agency	4	2	4	2	3	1
Private School	2	0	2	0	2	0
Private Therapy Clinic	1	5	1	3	1	1
Public School System	4	14	3	16	1	3
Residential Treatment Center	0	0	0	0	0	0
SoonerStart (OSDE / OSDH)	0	2	0	2	0	0
Other (please specify)	3	5	3	5	6	4
	• Autism Quest • Nonprofit mental health • Office of Client Advocacy • Oklahoma School for the Blind • Premier Behavioral Health Counseling • Therapist, also a foster parent • Tribal Behavioral Health • Tribal mental health program		• Autism Quest • Office of Client Advocacy • Oklahoma School for the Blind • Premier Behavioral Health Counseling • Public charter school • Therapist, also a foster parent • Tribal Behavioral Health • Tribal mental health program		• Autism Quest • Community Action Agency • Dale Rogers Training Center • Employment and residential living for individuals with intellectual disabilities • Francis Tuttle Tech Center Project SEARCH @ Mercy Hospital • Office of Client Advocacy • Other (please specify) • Premier Behavioral Health Counseling • Therapist, also a foster parent • Tribal mental health program	
Total	20	47	20	40	19	21

Table 3. Demographics: Administrator and Direct Service Provider.

	Administrator (n=77)			Direct Service (n=186)		
	M	SD	%	M	SD	%
Years of experience						
In current position	10.53	8.39		8.69	7.24	
In professional field	21.19	7.56		14.25	8.52	
Working with individuals with ASD	15.23	8.36		11.84	7.77	
Individuals with ASD on current caseload[a]	3.47	2.84		2.62	1.42	
Professional development hours in past year						
None			36.36			31.35
1-10 hours			41.56			49.19
11-20 hours			18.18			14.05
21-30 hours			0.00			3.24
31-40 hours			1.30			1.08
41 or more hours			2.60			1.08
Age of individuals with ASD served (all that apply)						
Birth to 3 years			28.6			22.7
Pre-Kindergarten (3 through 5 years)			37.7			41.1
Elementary school aged (6 through 11 years)			41.6			51.9
Middle school aged (12 through 14 years)			23.4			34.1
High school aged (15 years to graduation)			23.4			30.8
Adult (18 years and older)			26.0			9.7
Age of individuals with ASD served and provide parent training (all that apply)						
Birth to 3 years			30.3			16.7
Pre-Kindergarten (3 through 5 years)			30.3			21.1
Elementary school aged (6 through 11 years)			23.7			25.0
Middle school aged (12 through 14 years)			19.7			16.7
High school aged (15 years to graduation)			19.7			15.0
Adult (18 years and older)			18.4			6.7
Highest level of education						
Some high school			0.0			0.0
High school diploma / GED			1.3			3.8
Associate's degree			6.5			2.2
Bachelor's degree			29.9			40.5
Master's degree			53.2			49.7
Doctoral degree			9.1			3.8

Note. [a]Individuals with ASD on caseload: 1 = None; 2 = 1 to 5; 3 = 6 to 10; 4 = 11 to 15; 5 = 16 to 20; 6 = 21 to 25; 7 = 26 to 30; 8 = 31 to 35; 9 = 36 to 40; 10 = 41 to 45; 11 = 46 to 50; 12 = More than 50

Table 4. Demographics: Age Served.

	Infant and Toddlers Birth through 2 years						Pre-Kindergarten 3 through 5 years						Elementary School Aged 6 through 11 years					
	Administrator (n=23)			Direct Service (n=30)			Administrator (n=23)			Direct Service (n=38)			Administrator (n=18)			Direct Service (n=45)		
	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%
Years of experience																		
In current position	12.13	8.81		10.97	8.88		10.30	8.86		10.82	8.40		12.06	10.92		10.62	8.29	
In professional field	23.43	7.16		15.07	8.84		21.52	7.89		18.08	8.50		21.06	9.10		17.82	8.66	
Working with individuals with ASD	16.74	8.62		12.90	8.03		16.04	9.88		14.03	8.71		16.56	10.26		14.82	8.68	
Individuals with ASD on current caseload[a]	3.09	2.86		2.83	1.44		3.96	2.92		3.26	1.78		4.33	3.16		3.20	1.66	
Professional development hours in past year																		
None			30.4			16.7			21.7			15.8			22.2			11.1
1-10 hours			39.1			50.0			56.5			44.7			50.0			51.1
11-20 hours			26.1			20.0			13.0			21.1			11.1			22.2
21-30 hours			0.0			13.3			0.0			15.8			0.0			13.3
31-40 hours			0.0			0.0			4.3			0.0			5.6			0.0
41 or more hours			4.3			0.0			4.3			2.6			11.1			2.2
Age of individuals with ASD served (all that apply)																		
Birth to 3 years			87.0			90.0			56.5			31.6			38.9			26.7
Pre-Kindergarten (3 through 5 years)			60.9			40.0			78.3			89.5			66.7			66.7
Elementary school aged (6 through 11 years)			34.8			36.7			56.5			78.9			88.9			88.9
Middle school aged (12 through 14 years)			21.7			36.7			30.4			50.0			44.4			48.9
High school aged (15 years to graduation)			26.1			30.0			30.4			39.5			44.4			42.2
Adult (18 years and older)			17.4			6.7			26.1			15.8			27.8			17.8
Provide parent training (all that apply)																		
Birth to 3 years			100.0			100.0			69.6			36.8			55.6			28.9
Pre-Kindergarten (3 through 5 years)			69.6			46.7			100.0			100.0			83.3			68.9
Elementary school aged (6 through 11 years)			43.5			43.3			65.2			81.6			100.0			100.0
Middle school aged (12 through 14 years)			30.4			30.0			39.1			50.0			61.1			51.1
High school aged (15 years to graduation)			30.4			23.3			39.1			34.2			55.6			40.0
Adult (18 years and older)			21.7			10.0			26.1			15.8			33.3			13.3
Highest level of education																		
Some high school			0.0			0.0			0.0			0.0			0.0			0.0
High school diploma / GED			4.3			0.0			4.3			0.0			0.0			0.0
Associate's degree			4.3			0.0			4.3			2.6			0.0			0.0
Bachelor's degree			17.4			16.7			21.7			18.4			16.7			26.7
Master's degree			52.2			76.7			52.2			65.8			61.1			60.0
Doctoral degree			21.7			6.7			17.4			13.2			22.2			4.4

Note. [a]Individuals with ASD on caseload: 1 = None; 2 = 1 to 5; 3 = 6 to 10; 4 = 11 to 15; 5 = 16 to 20; 6 = 21 to 25; 7 = 26 to 30; 8 = 31 to 35; 9 = 36 to 40; 10 = 41 to 45; 11 = 46 to 50; 12 = More than 50

Table 4. (continued) Demographics: Age Served.

	Middle School Aged 12 through 14 years						High School Aged 15 years to graduation						Adult 18 years and older					
	Administrator (n=15)			Direct Service (n=30)			Administrator (n=15)			Direct Service (n=27)			Administrator (n=14)			Direct Service (n=12)		
	M	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%
Years of experience																		
In current position	9.93	8.72		11.63	9.03		9.07	6.94		13.15	8.35		8.43	6.44		16.17	9.56	
In professional field	20.00	8.74		18.73	9.32		19.60	8.33		17.07	8.38		20.21	8.19		22.50	9.67	
Working with individuals with ASD	18.47	8.99		15.33	8.15		17.47	9.40		15.11	7.98		17.79	9.98		17.67	9.11	
Individuals with ASD on current caseload[a]	4.80	3.99		2.53	1.94		4.93	3.92		3.48	2.05		5.36	4.01		3.92	1.98	
Professional development hours in past year																		
None			20.0			10.0			20.0			7.4			21.4			8.3
1-10 hours			60.0			46.7			60.0			55.6			50.0			58.3
11-20 hours			13.3			20.0			20.0			18.5			28.6			8.3
21-30 hours			0.0			16.7			0.0			14.8			0.0			16.7
31-40 hours			0.0			3.3			0.0			0.0			0.0			0.0
41 or more hours			6.7			3.3			0.0			3.7			0.0			8.3
Age of individuals with ASD served (all that apply)																		
Birth to 3 years			33.3			30.0			33.3			29.6			28.6			25.0
Pre-Kindergarten (3 through 5 years)			40.0			56.7			40.0			48.1			35.7			41.7
Elementary school aged (6 through 11 years)			73.3			70.0			66.7			59.3			42.9			41.7
Middle school aged (12 through 14 years)			73.3			83.3			73.3			55.6			50.0			50.0
High school aged (15 years to graduation)			73.3			60.0			80.0			92.6			57.1			50.0
Adult (18 years and older)			53.3			30.0			60.0			29.6			85.7			91.7
Provide parent training (all that apply)																		
Birth to 3 years			46.7			30.0			46.7			25.9			35.7			25.0
Pre-Kindergarten (3 through 5 years)			60.0			63.3			39.1			48.1			42.9			50.0
Elementary school aged (6 through 11 years)			73.3			76.7			43.5			66.7			42.9			50.0
Middle school aged (12 through 14 years)			100.0			100.0			60.9			66.7			64.3			58.3
High school aged (15 years to graduation)			93.3			60.0			65.2			100.0			71.4			50.0
Adult (18 years and older)			60.0			23.3			43.5			22.2			100.0			100.0
Highest level of education																		
Some high school			0.0			0.0			0.0			0.0			0.0			0.0
High school diploma / GED			0.0			3.3			0.0			0.0			0.0			0.0
Associate's degree			0.0			0.0			0.0			0.0			7.1			0.0
Bachelor's degree			20.0			23.3			26.7			25.9			35.7			16.7
Master's degree			53.3			56.7			46.7			59.3			28.6			58.3
Doctoral degree			26.7			16.7			26.7			14.8			28.6			25.0

Note. [a]Individuals with ASD on caseload: 1 = None; 2 = 1 to 5; 3 = 6 to 10; 4 = 11 to 15; 5 = 16 to 20; 6 = 21 to 25; 7 = 26 to 30; 8 = 31 to 35; 9 = 36 to 40; 10 = 41 to 45; 11 = 46 to 50; 12 = More than 50

Table 5. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Administrator and Direct Service Provider.

| | Administrator | | | | | | | Direct Service | | | | | | | t-test for Equality of Means | |
| | Confidence | | | Interest | | | | Confidence | | | Interest | | | | Confidence | Interest |
	N	M	SD	N	M	SD	Kendall tau-b	N	M	SD	N	M	SD	Kendall tau-b	T Value	T Value
Professional development avenues[a]																
Antecedent-based interventions	77	3.05	1.06	76	4.09	1.12	-.27	183	3.32	1.11	178	3.79	1.07	-.10	-1.82	2.02 *
Cognitive behavioral interventions	77	2.81	1.00	75	4.09	0.98	-.25	183	2.90	1.13	177	3.90	1.01	.19	-.65	1.38
Computer-aided instruction	77	2.34	1.11	76	3.62	1.20	.06	183	2.55	1.14	179	3.70	1.16	.23 **	-1.36	-.50
Differential reinforcement	77	2.88	1.08	76	3.89	1.11	-.15	183	3.15	1.12	178	3.74	1.11	.03	-1.76	1.04
Discrete trial training	75	2.65	1.25	76	3.79	1.18	-.01	181	3.10	1.15	177	3.55	1.15	-.06	-2.76 **	1.52
Exercise	76	2.58	1.19	75	3.69	1.25	-.03	181	2.63	1.17	177	3.69	1.11	.09	-.317	.03
Extinction	77	2.65	1.06	77	3.86	1.22	-.10	180	2.89	1.12	179	3.74	1.05	.03	-1.64	.80
Functional behavior assessment (FBA)	77	2.55	1.24	77	4.04	1.15	.01	181	2.99	1.12	176	3.84	1.11	-.12	-2.74 **	1.33
Functional communication training	77	2.62	1.10	77	3.92	1.16	-.09	177	2.95	1.06	177	4.01	1.02	.03	-2.22 *	-.61
Modeling	75	3.15	1.15	77	3.77	1.18	-.18	182	3.23	1.07	179	3.59	1.15	-.08	-.524	1.14
Naturalistic intervention	76	2.63	1.15	76	3.83	1.19	-.01	180	2.77	1.09	176	3.93	.98	.04	-.89	-.72
Parent-implemented intervention	77	2.21	1.15	75	3.79	1.19	.09	182	2.45	1.18	178	3.95	1.14	.07	-1.52	-1.03
Peer-mediated instruction and intervention	76	2.18	1.13	77	3.78	1.13	.03	182	2.40	1.07	179	3.83	1.15	.10	-1.43	-31
Picture exchange communication system (PECS)	76	2.54	1.32	75	3.45	1.31	-.11	180	2.96	1.29	176	3.48	1.29	-.08	-2.35 *	-.13
Pivotal response training	76	2.01	1.10	76	3.78	1.13	.08	180	2.02	1.08	178	3.79	1.10	.012	-.061	-.07
Prompting	76	3.09	1.07	76	3.50	1.23	-.13	177	3.20	1.24	173	3.49	1.20	-.09	-.646	.05
Reinforcement	73	3.30	1.08	74	3.53	1.33	-.11	181	3.46	1.13	178	3.32	1.21	-.22 **	-1.02	1.20
Response interruption/redirection	75	2.97	1.13	76	3.82	1.26	.02	179	2.85	1.14	176	3.76	1.10	-.06	.76	.38
Scripting	76	2.54	1.17	76	3.41	1.37	.08	179	2.66	1.15	176	3.54	1.17	.02	-.793	-.78
Self-management	74	2.66	1.09	73	3.73	1.27	.06	178	2.63	1.03	176	3.76	1.13	.15 *	.228	-.18
Social narrative/ stories	75	2.68	1.22	75	3.55	1.32	.14	178	2.89	1.18	175	3.60	1.21	-.03	-1.30	-.31
Social skills training	75	2.84	1.32	75	3.72	1.26	.07	179	2.79	1.15	176	3.86	1.15	-.03	.317	-.88
Speech generating devices	75	2.24	1.23	74	3.27	1.33	.08	178	2.44	1.22	175	3.61	1.27	.08	-1.18	-1.91
Structured play groups	75	2.36	1.16	76	3.34	1.40	.17	179	2.45	1.12	176	3.65	1.20	.09	-.56	-1.80
Structured work systems	76	2.51	1.24	76	3.41	1.40	.13	178	2.45	1.19	175	3.63	1.15	.16 *	.39	-1.31
Task analysis	74	3.01	1.07	74	3.59	1.26	-.11	177	3.10	1.13	173	3.54	1.08	-.12	-.54	.36
Time delay	75	2.33	1.21	76	3.41	1.26	.01	177	2.45	1.15	172	3.28	1.15	.04	.70	.76
Video modeling	75	2.04	1.20	75	3.20	1.37	.09	176	2.24	1.11	174	3.26	1.30	.09	-1.27	-.32
Visual supports	75	2.96	1.31	72	3.51	1.38	.03	175	3.15	1.19	169	3.50	1.17	-.02	-1.15	.06

Table 5. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Administrator and Direct Service Provider.

| | Administrator | | | | | | | Direct Service | | | | | | | t-test for Equality of Means | | |
| | Confidence | | | Interest | | | Kendall tau-b | Confidence | | | Interest | | | Kendall tau-b | Confidence | | Interest |
	N	M	SD	N	M	SD		N	M	SD	N	M	SD		T Value		T Value
Other training topics																	
Alternate assessment	74	2.35	1.20	74	3.62	1.32	.09	175	2.42	1.22	170	3.70	1.30	.12	-.42		-.43
ASD diagnostic assessment	74	2.43	1.43	74	3.55	1.38	.14	176	2.49	1.19	173	3.61	1.33	-.02	-.32		-.28
Assessment for instructional programming and progress monitoring	73	2.66	1.16	72	3.82	1.29	.32 **	179	2.58	1.14	174	3.67	1.25	-.07	.48		.86
Behavior intervention plans	73	2.82	1.27	73	3.67	1.39	.06	176	2.89	1.18	172	3.67	1.18	.05	-.42		-.02
Career development	70	2.11	1.15	70	3.07	1.63	.40 **	176	2.00	1.10	172	3.35	1.46	.41 **	.73		-1.32
Characteristics of ASD	73	3.18	1.33	73	3.55	1.33	-.30 **	171	3.40	1.21	171	3.42	1.34	-.40 **	-1.26		.71
Community-based instruction	72	2.44	1.23	72	3.40	1.38	.16	179	2.18	1.07	175	3.45	1.26	.25 **	1.60 **		-.24
Developmental relationship-based treatment	73	2.26	1.11	73	3.49	1.22	.10	178	2.03	1.02	175	3.43	1.17	.25 **	1.60		.36
Inclusive practices	73	2.96	1.20	73	3.63	1.38	.12	175	2.93	1.13	171	3.87	1.19	.04	.21		-1.35
Laws, Regulations and Policies	73	2.89	1.22	72	3.67	1.23	-.21 *	179	2.72	1.07	175	3.61	1.25	-.06	1.13		.35
Program evaluation	72	2.40	1.03	72	3.46	1.38	.14	177	2.27	1.01	175	3.39	1.29	.15 *	.93		.38
Psychoanalytic theoretical conceptualizations of autism	71	2.01	1.04	71	3.17	1.39	.12	178	2.12	1.03	174	3.29	1.29	.11	-.75		-.67
Screening	74	2.76	1.34	74	3.46	1.44	.09	177	2.68	1.26	173	3.38	1.36	-.03	.41		.44
Technological supports/accommodations	72	2.71	1.17	71	3.63	1.31	-.03	178	2.65	.99	174	3.87	1.06	.03	.43		-1.46
Transition planning for life after high school	73	2.64	1.28	74	3.49	1.44	.20	177	2.34	1.11	172	3.49	1.33	.19 **	1.74 *		-.04
Transition Planning for Early Intervention/ Early Childhood	74	2.69	1.29	74	3.41	1.52	.23 *	178	2.57	1.24	174	3.61	1.33	.19 **	.70		-1.06

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014
*p < .05. **p < .01.

Table 6. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Infant and Toddlers.

	Infant and Toddlers Birth through 2 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	23	2.96	1.11	22	4.09	1.02	30	3.40	1.07	29	4.03	0.94
Cognitive behavioral interventions	23	2.87	1.81	21	3.86	1.11	30	2.57	1.22	28	3.82	1.06
Computer-aided instruction	23	2.17	1.11	22	3.18	1.47	30	2.07	1.11	29	3.48	1.24
Differential reinforcement	23	2.83	1.07	22	3.73	1.08	30	3.17	1.18	29	3.66	1.11
Discrete trial training	23	2.52	1.27	23	3.70	1.11	28	3.25	1.11	28	3.68	1.19
Exercise	23	2.87	1.18	22	3.50	1.37	28	2.61	1.26	27	3.63	1.01
Extinction	23	2.65	0.93	23	3.78	1.24	29	2.79	1.11	28	3.71	0.98
Functional behavior assessment (FBA)	23	2.52	1.16	23	4.04	1.11	29	2.93	1.07	28	4.18	0.77
Functional communication training	23	2.43	1.04	23	3.78	1.24	29	3.14	1.09	28	4.36	0.87
Modeling	23	3.09	1.16	23	3.83	1.07	29	3.24	1.06	28	3.82	1.02
Naturalistic intervention	23	2.87	1.18	23	3.87	1.06	28	3.00	1.09	27	4.22	0.85
Parent-implemented intervention	23	2.65	1.19	23	4.22	0.85	29	2.83	0.97	27	4.19	1.08
Peer-mediated instruction and intervention	23	2.48	1.16	23	3.65	1.11	29	2.24	0.95	28	3.86	1.15
Picture exchange communication system (PECS)	23	2.86	1.25	23	3.43	1.16	29	3.07	1.07	28	3.54	1.37
Pivotal response training	23	2.13	1.10	23	3.74	1.18	29	1.79	1.05	28	3.68	1.12
Prompting	23	3.00	1.00	23	3.43	1.24	29	3.31	1.17	28	3.61	1.03
Reinforcement	23	3.35	0.88	23	3.57	1.20	29	3.59	0.95	28	3.57	1.07
Response interruption/redirection	23	2.91	1.04	23	3.87	1.32	29	2.97	1.12	28	3.89	1.07
Scripting	23	2.39	0.99	23	3.17	1.47	29	2.41	1.02	28	3.54	1.20
Self-management	23	2.35	1.11	23	3.22	1.48	29	2.28	0.96	28	3.39	1.17
Social narrative/ stories	23	2.48	1.20	23	3.35	1.40	28	2.79	1.10	27	3.30	1.23
Social skills training	23	2.61	1.16	23	3.52	1.27	29	2.55	0.99	28	3.50	1.32
Speech generating devices	22	2.41	1.30	22	3.68	1.25	28	2.57	1.29	27	3.85	1.26
Structured play groups	23	2.30	1.02	23	3.43	1.44	29	2.55	1.02	28	3.89	1.13
Structured work systems	23	2.13	1.14	23	2.91	1.59	29	1.97	1.18	28	3.21	1.23
Task analysis	22	3.09	1.02	22	3.45	1.10	28	3.07	0.86	27	3.70	0.95
Time delay	23	2.26	1.18	23	3.52	1.27	29	2.41	1.12	28	3.61	1.03
Video modeling	23	2.00	1.21	23	3.00	1.31	29	2.07	1.00	28	3.54	1.55
Visual supports	23	2.91	1.47	20	3.30	1.38	29	3.03	1.05	28	3.43	1.17

Table 6. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Infant and Toddlers.

	Infant and Toddlers Birth through 2 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	22	2.14	1.04	22	3.73	1.16	29	2.17	1.10	28	3.39	1.52
ASD diagnostic assessment	22	2.27	1.39	22	3.32	1.36	29	2.59	1.02	28	3.46	1.55
Assessment for instructional programming and progress monitoring	21	2.19	1.08	20	3.25	1.41	29	2.38	1.05	28	3.39	1.34
Behavior intervention plans	22	2.50	1.34	22	3.64	1.33	29	2.59	1.15	28	3.46	1.14
Career development	21	1.43	0.60	21	2.10	1.55	29	1.48	0.91	27	2.52	1.55
Characteristics of ASD	22	3.36	1.40	22	3.14	1.32	29	3.72	1.16	28	2.93	1.49
Community-based instruction	22	2.05	1.13	22	3.05	1.46	30	1.97	0.96	29	3.10	1.42
Developmental relationship-based treatment	22	2.41	0.96	22	3.55	1.01	30	1.97	0.96	29	3.41	1.21
Inclusive practices	22	2.82	1.37	22	3.41	1.30	29	2.62	0.90	28	3.36	1.31
Laws, Regulations and Policies	22	3.09	1.11	22	3.59	1.26	30	2.73	0.98	29	3.31	1.31
Program evaluation	22	2.36	0.95	22	3.00	1.38	30	2.17	0.87	29	3.24	1.46
Psychoanalytic theoretical conceptualizations of autism	22	1.91	0.92	22	2.59	1.56	30	2.03	1.07	29	3.00	1.36
Screening	22	3.50	1.22	22	3.64	1.29	30	3.30	1.15	28	3.46	1.20
Technological supports/accommodations	22	2.82	1.18	22	3.68	1.36	30	2.50	0.97	29	3.97	0.94
Transition planning for life after high school	22	2.50	1.37	22	3.09	1.48	30	2.60	1.19	29	3.17	1.39
Transition Planning for Early Intervention/ Early Childhood	22	3.27	1.16	22	3.95	1.21	30	3.37	1.07	28	4.04	1.04

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 7. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Pre-Kindergarten.

	Pre-Kindergarten 3 through 5 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	23	3.13	1.25	23	3.91	1.20	38	3.71	1.11	37	3.76	1.09
Cognitive behavioral interventions	23	2.96	0.82	22	3.91	1.19	38	3.13	1.17	37	3.81	1.00
Computer-aided instruction	23	2.17	1.07	23	3.35	1.27	38	2.76	1.26	37	3.95	0.88
Differential reinforcement	23	3.04	1.26	23	3.57	1.20	38	3.50	1.08	37	3.73	1.07
Discrete trial training	23	2.70	1.43	23	3.65	1.27	36	3.25	1.20	36	3.50	1.06
Exercise	23	2.61	1.20	23	3.61	1.23	37	2.92	1.28	36	3.75	0.94
Extinction	23	2.78	1.13	23	3.61	1.34	37	3.22	1.06	36	3.64	1.05
Functional behavior assessment (FBA)	23	2.65	1.34	23	3.96	1.26	37	3.27	0.96	36	3.89	0.92
Functional communication training	23	2.43	1.20	23	3.74	1.45	37	3.27	1.04	36	4.19	0.98
Modeling	22	3.23	1.15	23	3.91	1.20	37	3.43	0.99	36	3.72	1.06
Naturalistic intervention	23	2.57	1.12	23	3.83	1.07	37	3.11	1.13	36	4.08	0.94
Parent-implemented intervention	23	2.30	1.15	23	4.09	1.00	37	2.89	1.20	36	4.03	1.00
Peer-mediated instruction and intervention	23	2.13	1.25	23	3.65	1.27	37	2.54	1.14	36	4.11	0.82
Picture exchange communication system (PECS)	23	2.61	1.47	23	3.57	1.34	37	3.35	1.27	35	3.40	1.44
Pivotal response training	23	2.09	1.20	23	3.65	1.30	37	2.11	0.99	36	3.67	1.04
Prompting	23	3.04	1.02	23	3.43	1.34	37	3.49	1.24	35	3.29	1.27
Reinforcement	22	3.50	0.96	23	3.48	1.34	37	3.86	0.98	36	3.33	1.24
Response interruption/redirection	23	3.09	1.16	23	3.7	1.43	37	3.14	0.98	35	3.74	0.98
Scripting	23	2.39	0.99	23	3.48	1.31	37	2.95	0.91	36	3.69	1.09
Self-management	23	2.52	1.16	23	3.7	1.26	37	2.97	0.87	35	3.86	0.88
Social narrative/ stories	23	2.78	1.20	23	3.74	1.14	36	3.39	1.10	35	3.69	1.11
Social skills training	23	2.87	1.18	23	4.04	0.93	37	3.05	1.03	36	3.89	0.98
Speech generating devices	22	2.27	1.39	22	3.5	1.47	37	2.70	1.39	36	3.56	1.25
Structured play groups	23	2.48	1.20	23	3.52	1.47	37	3.00	1.05	36	4.17	0.81
Structured work systems	23	2.35	1.23	23	3.43	1.38	37	2.57	1.37	36	3.78	1.17
Task analysis	21	3.14	1.01	22	3.73	1.20	36	3.53	1.03	35	3.66	1.08
Time delay	22	2.45	1.30	23	3.57	1.31	35	2.66	1.14	34	3.47	1.05
Video modeling	23	1.83	1.23	23	3.09	1.35	36	2.67	0.99	35	3.63	1.11
Visual supports	23	3.00	1.38	21	3.57	1.40	37	3.54	1.04	35	3.54	1.09

Table 7. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Pre-Kindergarten.

	Pre-Kindergarten 3 through 5 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	23	2.26	1.25	23	3.57	1.34	36	2.64	1.20	35	3.80	1.18
ASD diagnostic assessment	23	2.52	1.47	23	3.83	1.15	36	3.03	1.25	35	3.54	1.36
Assessment for instructional programming and progress monitoring	22	2.55	1.06	21	3.95	1.02	36	2.78	1.20	35	3.63	1.24
Behavior intervention plans	22	2.82	1.33	22	3.95	1.29	36	3.22	1.10	35	3.60	1.14
Career development	22	1.64	0.79	22	2.77	1.66	35	2.14	1.19	34	3.41	1.37
Characteristics of ASD	22	3.27	1.42	22	3.55	1.37	36	3.89	1.21	35	3.11	1.41
Community-based instruction	22	2.09	1.15	22	3.68	1.29	37	2.43	0.99	36	3.53	1.25
Developmental relationship-based treatment	22	2.18	1.01	22	3.68	0.89	37	2.43	1.01	36	3.83	1.06
Inclusive practices	22	2.82	1.33	22	3.50	1.26	36	3.22	0.99	35	3.91	1.07
Laws, Regulations and Policies	22	2.86	1.21	22	3.73	1.12	37	3.00	1.13	36	3.67	1.35
Program evaluation	21	2.38	0.86	21	3.43	1.25	37	2.46	0.96	36	3.56	1.18
Psychoanalytic theoretical conceptualizations of autism	21	1.95	1.02	21	3.05	1.56	36	2.39	1.10	36	3.25	1.18
Screening	22	3.23	1.31	22	3.55	1.44	37	3.41	1.19	36	3.50	1.23
Technological supports/accommodations	21	2.67	1.24	21	3.62	1.47	37	2.84	1.04	36	3.83	1.03
Transition planning for life after high school	21	2.38	1.24	22	3.45	1.44	36	2.44	1.00	36	3.28	1.28
Transition Planning for Early Intervention/ Early Childhood	22	2.95	1.09	22	4.09	1.19	37	3.00	1.05	36	3.97	0.97

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 8. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Elementary School Aged.

	Elementary School Aged 6 through 11 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	18	3.06	1.30	18	3.83	1.20	45	3.78	0.93	44	3.77	1.14
Cognitive behavioral interventions	18	3.17	0.99	17	3.71	1.26	45	3.31	1.10	44	3.93	0.97
Computer-aided instruction	18	2.22	1.06	18	3.00	1.28	45	2.71	1.16	44	3.82	0.95
Differential reinforcement	18	3.17	1.34	18	3.56	1.29	45	3.47	1.04	44	3.77	1.14
Discrete trial training	18	2.61	1.38	18	3.56	1.20	43	3.33	1.06	42	3.52	1.17
Exercise	18	2.50	1.10	18	3.50	1.34	44	2.86	1.11	43	3.81	0.98
Extinction	18	2.78	1.22	18	3.61	1.50	44	3.27	1.02	43	3.72	1.14
Functional behavior assessment (FBA)	18	2.61	1.38	18	3.94	1.39	44	3.43	0.93	43	3.84	1.07
Functional communication training	18	2.61	1.33	18	3.72	1.56	44	3.25	0.99	43	4.14	0.99
Modeling	17	3.29	1.10	18	3.67	1.24	44	3.52	0.90	43	3.65	1.21
Naturalistic intervention	18	2.56	1.20	18	3.67	1.14	44	3.18	0.99	43	4.07	0.94
Parent-implemented intervention	18	2.61	1.20	18	3.83	0.99	44	2.84	1.12	43	4.07	0.96
Peer-mediated instruction and intervention	18	2.22	1.35	18	3.39	1.24	44	2.59	0.97	43	4.02	0.86
Picture exchange communication system (PECS)	18	2.50	1.42	18	3.33	1.46	44	3.32	1.22	43	3.47	1.37
Pivotal response training	18	2.17	1.34	18	3.61	1.42	44	2.14	0.95	43	3.74	0.93
Prompting	18	3.00	1.08	18	3.06	1.51	44	3.55	1.17	42	3.36	1.23
Reinforcement	17	3.41	1.00	18	3.56	1.50	44	3.98	0.85	43	3.30	1.19
Response interruption/redirection	18	3.11	1.32	18	3.56	1.58	44	3.18	0.95	42	3.67	1.03
Scripting	18	2.61	1.29	18	3.67	1.33	44	3.00	0.91	43	3.63	1.18
Self-management	18	2.72	1.13	18	3.83	1.25	44	3.00	0.89	42	3.95	0.91
Social narrative/ stories	18	2.61	1.29	18	3.67	1.24	43	3.40	1.00	42	3.74	1.13
Social skills training	18	3.11	1.23	18	4.06	1.00	44	3.20	0.90	43	3.95	0.97
Speech generating devices	17	2.35	1.37	17	2.94	1.52	44	2.64	1.31	43	3.67	1.29
Structured play groups	18	2.50	1.34	18	3.33	1.61	44	2.80	1.00	43	4.05	0.95
Structured work systems	18	2.44	1.25	18	3.56	1.46	44	2.57	1.25	43	3.70	1.12
Task analysis	16	3.06	1.06	17	3.47	1.37	43	3.58	0.82	42	3.57	1.06
Time delay	17	2.59	1.33	18	3.22	1.35	42	2.69	1.02	40	3.38	0.90
Video modeling	18	2.11	1.37	18	3.00	1.57	42	2.48	0.97	41	3.34	1.15
Visual supports	18	2.89	1.45	17	3.29	1.49	44	3.52	0.95	42	3.62	0.99

Table 8. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Elementary School Aged.

	Elementary School Aged 6 through 11 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	18	2.50	1.29	18	3.44	1.42	42	2.74	1.21	41	3.61	1.18
ASD diagnostic assessment	18	2.89	1.41	18	3.83	1.15	42	3.12	1.11	42	3.67	1.26
Assessment for instructional programming and progress monitoring	18	2.61	1.20	17	3.82	1.24	43	2.81	1.10	42	3.60	1.27
Behavior intervention plans	18	2.89	1.28	18	3.83	1.34	42	3.29	1.09	41	3.59	1.20
Career development	17	2.00	0.94	17	3.29	1.57	42	2.19	1.11	41	3.54	1.42
Characteristics of ASD	18	3.22	1.17	18	3.61	1.24	41	3.98	0.99	41	3.15	1.41
Community-based instruction	18	2.33	1.19	18	3.67	1.28	43	2.44	0.96	42	3.52	1.21
Developmental relationship-based treatment	18	2.50	1.04	18	3.39	0.78	43	2.42	1.01	42	3.86	0.93
Inclusive practices	18	2.72	1.36	18	3.44	1.38	43	3.30	1.01	43	3.84	1.21
Laws, Regulations and Policies	18	2.89	1.13	18	3.83	1.10	44	3.00	0.99	43	3.67	1.25
Program evaluation	17	2.53	0.87	17	3.47	1.37	44	2.55	0.90	43	3.47	1.28
Psychoanalytic theoretical conceptualizations of autism	17	2.18	1.13	17	3.06	1.64	43	2.49	0.96	43	3.33	1.23
Screening	18	3.11	1.23	18	3.28	1.45	42	3.31	1.22	43	3.42	1.31
Technological supports/accommodations	17	2.65	1.17	17	3.06	1.43	44	2.89	0.95	43	3.88	0.96
Transition planning for life after high school	17	2.47	1.18	18	3.50	1.34	43	2.44	0.96	42	3.24	1.30
Transition Planning for Early Intervention/ Early Childhood	18	2.83	1.20	18	3.83	1.42	44	2.82	1.06	43	3.79	1.17

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 9. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Middle School Aged.

	Middle School Aged 12 through 14 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	15	3.13	1.19	15	3.87	0.99	30	3.93	0.91	28	3.82	1.22
Cognitive behavioral interventions	15	3.20	0.77	14	3.71	0.99	30	3.57	1.07	28	3.96	0.84
Computer-aided instruction	15	2.33	1.11	15	3.07	1.33	30	2.87	1.14	28	3.89	0.92
Differential reinforcement	15	3.27	1.22	15	3.40	1.06	30	3.87	0.90	28	3.71	1.18
Discrete trial training	15	2.80	1.26	15	3.60	0.99	29	3.62	1.01	28	3.54	1.10
Exercise	15	2.53	0.99	15	3.47	1.25	30	2.80	1.24	28	3.64	1.03
Extinction	15	2.73	1.03	15	3.53	1.36	30	3.57	1.10	28	3.71	1.12
Functional behavior assessment (FBA)	15	2.60	1.30	15	3.93	1.33	30	3.73	0.98	28	3.75	1.27
Functional communication training	15	2.47	1.25	15	3.67	1.45	30	3.43	1.19	28	4.07	1.05
Modeling	14	3.43	0.85	15	3.53	1.06	30	3.40	0.93	28	3.54	1.23
Naturalistic intervention	15	2.93	1.16	15	3.80	0.94	30	3.17	1.15	28	4.11	1.03
Parent-implemented intervention	15	2.73	1.03	15	3.60	1.06	30	3.20	1.19	28	4.07	1.02
Peer-mediated instruction and intervention	15	2.40	1.18	15	3.20	1.15	30	2.83	1.15	28	4.32	0.82
Picture exchange communication system (PECS)	15	2.60	1.50	15	3.13	1.30	30	3.30	1.29	28	3.54	1.40
Pivotal response training	15	1.93	1.22	15	3.67	1.40	30	2.13	1.11	28	3.79	1.13
Prompting	15	3.07	1.10	15	2.93	1.44	30	3.50	1.25	27	3.44	1.34
Reinforcement	14	3.50	0.85	15	3.53	1.41	30	3.77	0.94	28	3.46	1.26
Response interruption/redirection	15	2.93	0.96	15	3.33	1.50	30	3.27	1.08	28	3.68	1.28
Scripting	15	2.67	1.18	15	3.67	1.23	30	3.10	1.06	28	3.71	1.08
Self-management	15	3.07	1.10	15	3.80	1.32	30	3.23	0.97	28	3.96	1.04
Social narrative/ stories	15	2.93	1.39	15	3.47	1.13	29	3.48	1.02	27	3.96	1.02
Social skills training	15	3.47	1.13	15	4.13	0.99	30	3.43	1.04	28	4.04	1.04
Speech generating devices	14	2.43	1.34	13	2.69	1.38	30	2.80	1.40	28	3.64	1.42
Structured play groups	15	2.40	1.18	15	3.20	1.52	30	2.90	1.12	28	4.04	1.04
Structured work systems	15	2.60	1.30	15	3.67	1.54	30	2.60	1.38	28	3.86	1.04
Task analysis	13	3.23	0.93	14	3.57	1.34	30	3.60	0.93	28	3.64	1.22
Time delay	14	2.43	1.34	15	3.13	1.25	29	2.62	1.15	26	3.35	1.02
Video modeling	15	1.93	1.33	15	2.53	1.46	28	2.32	0.94	26	3.46	1.14
Visual supports	14	2.93	1.44	14	3.00	1.36	30	3.63	1.10	27	3.59	1.08

Table 9. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Middle School Aged.

	Middle School Aged 12 through 14 years											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	15	2.60	1.24	15	3.47	1.36	28	2.64	1.31	26	3.73	1.31
ASD diagnostic assessment	14	3.43	1.40	14	3.71	1.20	29	3.14	1.19	27	3.52	1.34
Assessment for instructional programming and progress monitoring	14	2.57	1.09	14	3.79	1.37	29	2.83	1.17	27	3.74	1.38
Behavior intervention plans	14	2.93	1.33	14	3.64	1.22	29	3.45	1.18	27	3.59	1.39
Career development	13	2.31	1.11	13	3.54	1.66	29	2.41	1.30	27	3.93	1.30
Characteristics of ASD	14	3.71	1.27	14	3.29	1.44	29	3.97	1.12	27	3.22	1.48
Community-based instruction	14	2.64	1.39	14	3.64	1.45	29	2.79	1.08	27	3.93	1.07
Developmental relationship-based treatment	14	2.57	1.09	14	3.36	0.84	29	2.62	1.12	27	3.93	1.14
Inclusive practices	14	2.57	1.28	14	3.57	1.40	29	3.17	1.10	27	3.81	1.24
Laws, Regulations and Policies	14	3.29	1.07	14	3.71	0.99	29	3.14	1.06	27	3.63	1.39
Program evaluation	14	2.64	0.84	14	3.36	1.45	29	2.55	1.12	27	3.44	1.34
Psychoanalytic theoretical conceptualizations of autism	14	2.36	1.22	14	2.64	1.55	28	2.61	1.10	27	3.44	1.28
Screening	14	3.36	1.15	14	2.79	1.19	29	3.21	1.21	27	3.30	1.35
Technological supports/accommodations	13	2.92	1.32	13	2.92	1.32	29	2.97	1.09	27	3.96	0.98
Transition planning for life after high school	14	2.79	1.19	14	3.79	1.25	29	2.79	0.98	27	3.85	1.17
Transition Planning for Early Intervention/ Early Childhood	14	2.64	1.22	14	3.36	1.55	29	2.90	1.18	27	3.89	1.19

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 10. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, High School Aged.

	High School Aged 15 years to graduation											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	15	3.20	1.26	15	3.93	0.96	27	3.74	1.02	26	3.77	1.14
Cognitive behavioral interventions	15	3.27	0.88	14	3.79	1.05	27	3.33	1.24	26	3.92	1.20
Computer-aided instruction	15	2.40	1.18	15	3.13	1.36	27	2.81	1.14	26	3.85	1.05
Differential reinforcement	15	3.20	1.15	15	3.40	1.06	27	3.48	1.05	26	3.81	1.02
Discrete trial training	15	2.80	1.26	15	3.67	0.98	27	3.26	1.26	26	3.46	1.21
Exercise	15	2.47	0.99	15	3.53	1.25	27	3.00	1.07	26	3.69	1.23
Extinction	15	2.87	1.19	15	3.53	1.36	27	3.11	1.12	26	3.77	1.03
Functional behavior assessment (FBA)	15	2.73	1.33	15	3.93	1.33	27	3.56	1.01	26	3.81	1.02
Functional communication training	15	2.40	1.18	15	3.67	1.45	27	3.26	1.13	26	4.00	1.06
Modeling	14	3.57	0.94	15	3.67	1.11	27	3.37	1.08	26	3.54	1.33
Naturalistic intervention	15	2.87	1.19	15	3.73	0.88	27	3.15	0.91	26	3.96	0.92
Parent-implemented intervention	15	2.60	1.12	15	3.53	1.06	27	2.89	1.22	26	4.00	1.23
Peer-mediated instruction and intervention	15	2.20	1.15	15	3.07	1.16	27	2.78	1.05	26	4.08	1.09
Picture exchange communication system (PECS)	15	2.53	1.55	15	3.00	1.31	27	3.44	1.19	26	3.42	1.30
Pivotal response training	15	2.00	1.25	15	3.67	1.40	27	2.04	1.02	26	3.88	1.21
Prompting	15	3.13	1.13	15	2.93	1.44	27	3.48	1.19	25	3.64	1.15
Reinforcement	14	3.57	0.94	15	3.60	1.45	27	3.74	0.90	26	3.54	1.21
Response interruption/redirection	15	2.93	0.96	15	3.47	1.55	27	3.15	1.03	26	3.69	1.23
Scripting	15	2.80	1.32	15	3.73	1.28	27	2.74	0.94	25	3.56	1.19
Self-management	15	3.20	1.21	15	3.80	1.32	27	2.89	1.05	26	3.81	1.23
Social narrative/ stories	15	3.07	1.49	15	3.53	1.19	27	3.52	1.01	26	3.77	1.27
Social skills training	15	3.60	1.18	15	4.27	0.96	27	3.22	0.97	26	4.00	1.13
Speech generating devices	14	2.43	1.34	13	2.62	1.39	27	2.85	1.17	26	3.85	1.35
Structured play groups	15	2.40	1.18	15	3.13	1.55	27	2.81	1.04	26	3.81	1.23
Structured work systems	15	2.53	1.30	15	3.60	1.59	27	2.93	1.27	26	4.19	0.90
Task analysis	13	3.31	0.95	14	3.50	1.29	27	3.37	0.93	26	3.81	1.10
Time delay	14	2.50	1.40	15	3.20	1.26	26	2.65	1.02	24	3.21	1.18
Video modeling	15	2.13	1.55	15	2.67	1.59	25	2.32	0.95	24	3.38	1.35
Visual supports	14	3.14	1.51	14	3.14	1.46	27	3.59	1.12	25	3.56	0.92

	High School Aged 15 years to graduation											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	15	2.67	1.23	15	3.40	1.30	25	2.56	1.19	24	3.96	1.23
ASD diagnostic assessment	14	3.36	1.50	14	3.57	1.16	26	3.04	1.22	25	3.56	1.39
Assessment for instructional programming and progress monitoring	14	2.64	1.08	14	3.64	1.34	26	2.85	1.05	25	3.80	1.15
Behavior intervention plans	14	3.00	1.30	14	3.50	1.16	26	3.35	1.16	25	3.84	1.14
Career development	14	2.43	1.16	14	3.64	1.65	26	2.58	1.14	25	4.40	1.00
Characteristics of ASD	14	3.86	1.29	14	3.43	1.50	26	3.96	1.04	25	3.16	1.55
Community-based instruction	14	2.71	1.44	14	3.79	1.48	26	2.69	0.97	25	4.04	1.14
Developmental relationship-based treatment	14	2.64	1.08	14	3.50	0.94	26	2.38	1.06	25	3.68	1.28
Inclusive practices	14	2.64	1.34	14	3.50	1.34	26	3.12	0.95	25	4.00	1.26
Laws, Regulations and Policies	14	3.29	1.07	14	3.64	1.01	26	3.19	0.98	25	3.84	1.21
Program evaluation	14	2.64	0.84	14	3.36	1.45	26	2.58	0.99	25	3.60	1.22
Psychoanalytic theoretical conceptualizations of autism	14	2.43	1.22	14	2.79	1.67	25	2.32	0.95	25	3.20	1.53
Screening	14	3.36	1.15	14	2.71	1.20	26	2.88	1.34	25	3.16	1.46
Technological supports/accommodations	13	3.00	1.35	13	3.08	1.44	26	3.08	1.06	25	4.16	0.99
Transition planning for life after high school	14	2.86	1.23	14	3.93	1.27	26	2.81	0.90	25	4.24	0.97
Transition Planning for Early Intervention/ Early Childhood	14	2.57	1.22	14	3.21	1.58	26	2.62	1.10	25	3.60	1.41

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 11. Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Adult.

	Adult 18 years and older											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Evidence-based practices[a]												
Antecedent-based interventions	14	3.14	1.29	14	4.14	1.03	12	4.00	0.95	12	3.92	1.31
Cognitive behavioral interventions	14	3.07	1.00	13	4.15	1.14	12	3.25	1.14	12	4.08	0.79
Computer-aided instruction	14	2.29	1.20	14	3.43	1.55	12	2.58	1.16	12	3.67	1.30
Differential reinforcement	14	3.07	1.07	14	3.71	1.20	12	3.50	1.17	12	3.58	1.16
Discrete trial training	14	2.86	1.17	14	3.86	1.17	12	3.17	1.40	12	3.50	1.24
Exercise	14	2.43	0.94	14	3.71	1.38	12	2.75	1.14	12	3.92	1.08
Extinction	14	2.86	1.23	14	3.71	1.38	12	3.33	1.44	12	3.50	1.31
Functional behavior assessment (FBA)	14	2.50	1.29	14	3.93	1.38	11	3.55	1.37	11	3.45	1.51
Functional communication training	14	2.50	1.16	14	3.79	1.48	12	3.17	1.27	12	3.58	1.44
Modeling	13	3.08	1.26	14	3.93	1.14	12	3.50	1.31	12	3.58	1.51
Naturalistic intervention	14	2.79	1.12	14	4.07	1.07	12	2.75	0.97	12	4.50	0.67
Parent-implemented intervention	14	2.21	1.31	14	3.21	1.12	12	2.83	1.03	12	4.00	1.04
Peer-mediated instruction and intervention	14	1.86	1.03	14	3.29	1.33	12	2.33	0.89	12	3.83	1.40
Picture exchange communication system (PECS)	14	2.21	1.42	14	3.36	1.55	12	3.33	1.44	12	2.92	1.31
Pivotal response training	14	2.07	1.14	14	3.71	1.44	12	2.17	0.83	12	3.67	1.44
Prompting	14	3.00	1.04	14	3.43	1.50	12	3.67	1.44	12	3.50	1.57
Reinforcement	12	3.42	1.00	13	3.69	1.55	12	3.58	1.44	12	3.33	1.44
Response interruption/redirection	14	2.71	0.91	14	3.57	1.65	12	3.00	1.41	12	3.58	1.38
Scripting	14	2.57	1.28	14	3.71	1.38	12	2.42	1.00	12	3.58	1.24
Self-management	13	3.31	1.25	13	3.69	1.44	12	2.67	1.07	12	4.17	0.72
Social narrative/ stories	14	2.79	1.42	14	3.79	1.31	12	2.83	1.27	12	4.00	0.95
Social skills training	14	3.36	1.15	14	4.21	0.97	12	3.33	1.37	12	3.75	1.29
Speech generating devices	13	2.08	1.26	12	3.08	1.51	12	2.58	1.44	12	3.17	1.64
Structured play groups	14	2.21	1.12	14	3.07	1.59	12	2.42	1.00	12	3.50	1.38
Structured work systems	14	2.64	1.39	14	3.43	1.65	12	2.67	1.50	12	3.83	1.19
Task analysis	12	3.17	1.03	13	3.77	1.30	12	3.42	1.51	12	3.25	1.36
Time delay	13	2.23	1.36	14	3.57	1.40	12	2.58	1.08	12	3.33	1.07
Video modeling	13	2.00	1.53	13	3.08	1.66	12	2.33	0.78	12	3.92	1.16
Visual supports	14	2.79	1.48	14	3.36	1.50	12	3.58	1.08	12	3.17	1.27

Table 11. (continued) Ratings of Interest in Training and Confidence in Direct Service Providers Addressing Training Topics: Age Served, Adult.

	Adult 18 years and older											
	Administrator (n=115)						Direct Service (n=251)					
	Confidence			Interest			Confidence			Interest		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Other training topics												
Alternate assessment	14	2.43	1.22	14	3.86	1.29	12	2.50	1.00	12	3.75	1.14
ASD diagnostic assessment	13	2.62	1.61	13	3.85	1.28	12	2.67	1.37	12	3.42	1.24
Assessment for instructional programming and progress monitoring	13	2.46	1.05	13	4.00	1.35	12	3.00	1.35	12	3.58	1.38
Behavior intervention plans	13	2.77	1.17	13	3.69	1.11	12	3.67	1.37	12	3.83	1.47
Career development	13	2.46	1.13	13	4.08	1.50	12	2.33	1.23	12	4.00	1.41
Characteristics of ASD	13	3.54	1.45	13	4.00	1.47	12	3.83	1.19	12	3.00	1.54
Community-based instruction	12	2.67	1.50	12	4.00	1.54	12	2.58	0.90	12	3.83	1.40
Developmental relationship-based treatment	13	2.77	1.09	13	4.15	0.90	12	2.33	0.98	12	4.00	1.21
Inclusive practices	13	2.77	1.24	13	3.77	1.48	12	3.50	1.09	12	3.92	1.31
Laws, Regulations and Policies	13	2.69	0.85	13	3.92	1.04	12	3.25	1.22	12	3.50	1.31
Program evaluation	13	2.54	0.97	13	3.54	1.61	12	2.33	1.07	12	3.42	1.16
Psychoanalytic theoretical conceptualizations of autism	13	1.85	0.80	13	3.08	1.66	12	2.42	1.00	12	3.42	1.56
Screening	13	2.62	1.26	13	2.92	1.38	12	2.83	1.53	12	2.83	1.47
Technological supports/accommodations	11	2.55	1.21	11	3.45	1.69	12	2.92	1.16	12	3.83	1.47
Transition planning for life after high school	13	2.62	1.45	13	4.08	1.32	12	2.58	0.51	12	3.83	1.40
Transition Planning for Early Intervention/ Early Childhood	13	2.15	1.07	13	3.15	1.57	12	2.67	1.07	12	3.67	1.23

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 12. Desired Training Topics: Administrator and Direct Service Provider.

	Administrator (n=76)				Direct Service (n=183)			
	1	2	3	Total	1	2	3	Total
Evidence-based practices[a]								
Antecedent-based interventions	2	2	3	7	8	3	3	14
Cognitive behavioral interventions	7	2	5	14	15	9	6	30
Computer-aided instruction	0	0	0	0	7	7	7	21
Differential reinforcement	0	1	2	3	1	1	3	5
Discrete trial training	2	0	0	2	2	0	0	2
Exercise	0	1	3	4	10	2	2	14
Extinction	1	1	1	3	1	1	3	5
Functional behavior assessment (FBA)	12	3	3	18	3	8	11	22
Functional communication training	3	5	1	9	7	6	4	17
Modeling	0	1	0	1	0	0	0	0
Naturalistic intervention	2	3	0	5	2	10	4	16
Parent-implemented intervention	3	5	5	13	10	6	9	25
Peer-mediated instruction and intervention	0	0	4	4	2	7	2	11
Picture exchange communication system (PECS)	1	2	1	4	4	7	4	15
Pivotal response training	1	0	1	2	2	3	2	7
Prompting	0	2	1	3	1	2	0	3
Reinforcement	0	4	0	4	2	0	2	4
Response interruption/redirection	1	2	4	7	4	4	5	13
Scripting	0	0	0	0	0	1	2	3
Self-management	3	2	2	7	3	5	10	18
Social narrative/ stories	0	0	1	1	2	6	4	12
Social skills training	4	4	5	13	16	13	12	41
Speech generating devices	0	1	0	1	4	5	4	13
Structured play groups	0	0	1	1	3	9	0	12
Structured work systems	3	3	1	7	0	1	1	2
Task analysis	0	1	0	1	0	1	1	2
Time delay	0	0	0	0	0	1	1	2
Video modeling	0	0	0	0	5	2	3	10
Visual supports	3	1	0	4	2	2	3	7

Table 12. (continued) Desired Training Topics: Administrator and Direct Service Provider.

	Administrator (n=76)				Direct Service (n=183)			
	1	2	3	Total	1	2	3	Total
Other training topics								0
Alternate assessment	2	0	0	2	0	1	2	3
ASD diagnostic assessment	2	1	1	4	9	6	2	17
Assessment for instructional programming and progress monitoring	0	0	4	4	3	5	2	10
Behavior intervention plans	3	7	2	12	5	9	9	23
Career development	0	1	2	3	1	4	3	8
Characteristics of ASD	4	2	0	6	6	4	4	14
Community-based instruction	0	0	0	0	1	4	6	11
Crisis interventions	1	3	1	5	2	2	2	6
Developmental relationship-based treatment	1	3	3	7	1	1	3	5
Inclusive practices	2	0	6	8	4	2	6	12
Program evaluation	0	1	0	1	1	1	2	4
Psychoanalytic theoretical conceptualizations of autism	0	0	2	2	3	1	3	7
Screening	2	2	3	7	3	3	7	13
Special education laws, regulations and policies	3	4	2	9	6	1	5	12
Technological supports/accommodations	1	1	3	5	1	4	7	12
Transition planning for life after high school	4	3	1	8	15	6	7	28
Transition Planning for Early Intervention/ Early Childhood	3	2	1	6	5	5	3	13
Other	0	0	1	1	1	2	1	4

- Dealing with aggressive behavior and melt downs

- Curriculum resources
- How to apply antecedent-based interventions into the early education classroom
- Rapid prompting method
- Son-Rise

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 13. Desired Training Topics: Age Served, Infants through Elementary School Aged.

| | Infant and Toddlers Birth through 2 years | | | | | | | | Pre-Kindergarten 3 through 5 years | | | | | | | | Elementary School Aged 6 through 11 year | | | | | | | |
| | Administrator (n=22) | | | | Direct Service (n=30) | | | | Administrator (n=22) | | | | Direct Service (n=36) | | | | Administrator (n=18) | | | | Direct Service (n=44) | | | |
	1	2	3	S	1	2	3	S	1	2	3	S	1	2	3	S	1	2	3	S	1	2	3	S
Evidence-based practices[a]																								
Antecedent-based interventions	0	1	1	2	1	0	1	2	0	1	0	1	1	0	0	1	0	0	0	0	1	0	0	1
Cognitive behavioral interventions	0	0	2	2	0	2	3	5	1	0	2	3	0	1	1	2	1	0	1	2	1	1	2	4
Computer-aided instruction	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	0	2	0	1	3
Differential reinforcement	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1
Discrete trial training	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1
Exercise	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	2	0	0	2
Extinction	0	0	1	1	0	0	2	2	0	0	1	1	1	0	0	1	0	0	0	0	1	0	0	1
Functional behavior assessment (FBA)	4	0	2	6	1	2	2	5	3	0	1	4	0	3	1	4	4	0	1	5	0	3	2	5
Functional communication training	1	3	0	4	2	3	1	6	1	2	0	3	1	0	2	3	0	2	0	2	2	1	2	5
Modeling	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0
Naturalistic intervention	1	0	0	1	0	2	2	4	0	0	0	0	0	1	1	2	0	0	0	0	1	1	1	3
Parent-implemented intervention	1	1	2	4	5	2	1	8	1	1	1	3	3	0	2	5	1	0	0	1	2	1	3	6
Peer-mediated instruction and intervention	0	0	2	2	0	0	0	0	0	0	3	3	0	0	0	0	0	0	3	3	0	0	0	0
Picture exchange communication system (PECS)	0	0	0	0	1	2	2	5	0	1	1	2	1	1	1	3	0	1	1	2	1	2	1	4
Pivotal response training	1	0	0	1	1	0	1	2	0	0	0	0	1	1	1	3	0	0	0	0	1	2	1	4
Prompting	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Reinforcement	0	0	0	0	0	0	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1
Response interruption/redirection	1	1	0	2	0	2	0	2	1	1	0	2	1	2	1	4	1	1	2	4	1	2	3	6
Scripting	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	2	0	0	0	0	0	1	0	1
Self-management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Social narrative/ stories	0	0	1	1	1	2	0	3	0	0	1	1	1	4	2	7	0	0	0	0	2	4	1	7
Social skills training	1	0	2	3	1	3	3	7	2	0	1	3	4	3	5	12	2	1	1	4	4	3	4	11
Speech generating devices	0	1	0	1	1	2	0	3	0	1	0	1	1	0	0	1	0	0	0	0	1	0	1	2
Structured play groups	0	0	0	0	0	1	0	1	0	0	0	0	2	4	0	6	0	0	0	0	2	5	0	7
Structured work systems	0	1	0	1	0	0	0	0	0	2	0	2	0	0	0	0	0	2	0	2	0	0	1	1
Task analysis	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0
Time delay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Video modeling	0	0	0	0	4	0	1	5	0	0	0	0	3	1	1	5	0	0	0	0	2	1	1	4
Visual supports	0	1	0	1	0	0	0	0	0	1	0	1	1	0	1	2	0	0	0	0	0	0	1	1

Table 13. (continued) Desired Training Topics: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years								Pre-Kindergarten 3 through 5 years								Elementary School Aged 6 through 11 year							
	Administrator (n=22)				Direct Service (n=30)				Administrator (n=22)				Direct Service (n=36)				Administrator (n=18)				Direct Service (n=44)			
	1	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	*2*	3	S
Other training topics																								
Alternate assessment	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0
ASD diagnostic assessment	1	0	0	1	1	0	1	2	2	0	0	2	2	2	0	4	2	0	0	2	3	1	0	4
Assessment for instructional programming and progress monitoring	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	2
Behavior intervention plans	1	1	1	3	1	0	0	1	1	2	2	5	1	0	2	3	0	1	1	2	2	0	2	4
Career development	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	2	0	0	0	0	1	2	0	3
Characteristics of ASD	1	0	0	1	0	0	0	0	3	0	0	3	0	0	1	1	2	0	0	2	0	0	1	1
Community-based instruction	0	0	0	0	0	1	1	2	0	0	0	0	0	1	3	4	0	0	0	0	0	1	3	4
Crisis interventions	0	1	1	2	1	0	1	2	0	1	1	2	0	0	2	2	0	1	1	2	1	0	1	2
Developmental relationship-based treatment	1	3	1	5	1	0	2	3	0	2	1	3	0	1	1	2	0	2	1	3	0	1	2	3
Inclusive practices	1	0	1	2	0	0	1	1	1	0	1	2	0	1	1	2	0	0	0	0	2	0	1	3
Program evaluation	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	3	0	0	0	0	1	1	2	4
Psychoanalytic theoretical conceptualizations of autism	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	2	0	0	1	1	1	0	1	2
Screening	0	2	1	3	0	0	0	0	1	0	1	2	0	1	1	2	1	0	2	3	0	1	1	2
Special education laws, regulations and policies	2	1	0	3	2	0	1	3	2	3	0	5	1	0	1	2	2	3	0	5	1	0	2	3
Technological supports/accommodations	0	1	1	2	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	2	2
Transition planning for life after high school	1	1	0	2	2	0	0	2	1	1	0	2	3	1	0	4	1	1	0	2	3	2	0	5
Transition Planning for Early Intervention/ Early Childhood	2	1	0	3	1	2	0	3	0	1	0	1	2	1	0	3	0	1	0	1	1	2	0	3
Other	0	0	0	0	1	2	0	3	0	0	0	0	0	2	0	2	0	0	0	0	0	1	0	1

Direct Service (Infant and Toddlers):
- How to apply antecedent-based interventions into the early education classroom
- Son-Rise
- Rapid prompting method

Direct Service (Pre-Kindergarten):
- How to apply antecedent-based interventions into the early education classroom
- Rapid prompting method

Direct Service (Elementary School Aged):
- Rapid prompting method

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 14. Desired Training Topics: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years								High School Aged 15 years to graduation								Adult 18 years and older							
	Administrator (n=15)				Direct Service (n=29)				Administrator (n=15)				Direct Service (n=26)				Administrator (n=14)				Direct Service (n=12)			
	1	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	*2*	3	S
Evidence-based practices[a]																								
Antecedent-based interventions	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0
Cognitive behavioral interventions	1	0	1	2	0	0	2	2	1	0	1	2	0	0	2	2	0	0	1	1	0	0	0	0
Computer-aided instruction	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Differential reinforcement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discrete trial training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exercise	0	0	0	0	2	0	0	2	0	0	0	0	2	0	0	2	0	0	2	2	1	1	1	3
Extinction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Functional behavior assessment (FBA)	2	0	1	3	0	2	2	4	2	1	1	4	0	2	1	3	2	1	1	4	0	1	0	1
Functional communication training	0	2	0	2	2	0	0	2	0	2	0	2	1	0	0	1	0	3	0	3	0	0	0	0
Modeling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Naturalistic intervention	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	2
Parent-implemented intervention	0	0	0	0	1	0	2	3	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	2
Peer-mediated instruction and intervention	0	0	1	1	0	1	0	1	0	0	1	1	1	2	0	3	0	0	2	2	0	1	0	1
Picture exchange communication system (PECS)	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	0	0
Pivotal response training	0	0	0	0	1	0	1	2	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
Prompting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1
Reinforcement	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1
Response interruption/redirection	1	0	1	2	1	2	1	4	1	0	1	2	0	1	1	2	0	0	0	0	1	1	0	2
Scripting	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-management	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	0	2	0	1	0	1
Social narrative/ stories	0	0	0	0	0	3	1	4	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0
Social skills training	1	2	1	4	3	2	2	7	1	2	1	4	1	3	2	6	2	0	1	3	0	0	0	0
Speech generating devices	0	0	0	0	2	0	0	2	0	0	0	0	1	1	1	3	0	0	0	0	0	0	0	0
Structured play groups	0	0	0	0	1	1	0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1
Structured work systems	1	1	0	2	0	0	1	1	1	1	0	2	0	0	1	1	1	0	0	1	0	0	0	0
Task analysis	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Time delay	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Video modeling	0	0	0	0	0	1	1	2	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
Visual supports	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0

Table 14. (continued) Desired Training Topics: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years								High School Aged 15 years to graduation								Adult 18 years and older							
	Administrator (n=15)				Direct Service (n=29)				Administrator (n=15)				Direct Service (n=26)				Administrator (n=14)				Direct Service (n=12)			
	1	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	2	3	S	*1*	*2*	3	S
Other training topics																								
Alternate assessment	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
ASD diagnostic assessment	1	0	1	2	2	0	0	2	1	0	1	2	1	0	1	2	0	0	1	1	1	0	0	1
Assessment for instructional programming and progress monitoring	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0
Behavior intervention plans	0	1	1	2	3	1	2	6	0	0	1	1	2	1	1	4	0	0	0	0	1	1	1	3
Career development	0	1	0	1	1	1	0	2	0	1	0	1	1	2	1	4	0	1	0	1	1	2	0	3
Characteristics of ASD	1	1	0	2	0	0	1	1	1	1	0	2	0	0	0	0	1	1	0	2	2	0	0	2
Community-based instruction	0	0	0	0	0	1	3	4	0	0	0	0	0	2	4	6	0	0	0	0	0	0	0	0
Crisis interventions	0	0	0	0	1	0	1	2	0	0	0	0	1	0	1	2	0	0	0	0	0	0	1	1
Developmental relationship-based treatment	0	2	2	4	0	0	1	1	0	2	2	4	0	0	2	2	0	2	1	3	0	0	1	1
Inclusive practices	0	0	1	1	2	0	1	3	0	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0
Program evaluation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychoanalytic theoretical conceptualizations of autism	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1
Screening	1	0	2	3	0	0	0	0	1	0	1	2	0	0	0	0	0	0	1	1	0	0	0	0
Special education laws, regulations and policies	1	2	0	3	1	1	1	3	1	2	0	3	1	0	1	2	1	0	0	1	0	0	0	0
Technological supports/accommodations	0	0	1	1	0	1	2	3	0	0	1	1	0	1	2	3	0	0	1	1	1	0	0	1
Transition planning for life after high school	3	2	0	5	4	2	1	7	3	2	1	6	7	3	1	11	3	2	1	6	2	0	3	5
Transition Planning for Early Intervention/ Early Childhood	1	1	0	2	1	2	0	3	1	1	0	2	1	1	0	2	1	1	0	2	0	0	0	0
Other	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
					• Rapid prompting method								• Rapid prompting method								• Rapid prompting method			

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 15. Participated in Training during the Past Three Years: Administrator and Direct Service Provider.

	Administrator (n=75)		Direct Service (n=178)	
	Response	%	Response	%
Evidence-based practices[a]				
Antecedent-based interventions	14	18.7	37	20.8
Cognitive behavioral interventions	12	16.0	31	17.4
Computer-aided instruction	6	8.0	18	10.1
Differential reinforcement	7	9.3	21	11.8
Discrete trial training	10	13.3	27	15.2
Exercise	7	9.3	12	6.7
Extinction	5	6.7	12	6.7
Functional behavior assessment (FBA)	21	28.0	46	25.8
Functional communication training	7	9.3	16	9.0
Modeling	17	22.7	34	19.1
Naturalistic intervention	5	6.7	10	5.6
Parent-implemented intervention	7	9.3	14	7.9
Peer-mediated instruction and intervention	3	4.0	4	2.2
Picture exchange communication system (PECS)	20	26.7	36	20.2
Pivotal response training	4	5.3	3	1.7
Prompting	14	18.7	30	16.9
Reinforcement	22	29.3	47	26.4
Response interruption/redirection	6	8.0	16	9.0
Scripting	0	0.0	13	7.3
Self-management	7	9.3	11	6.2
Social narrative/ stories	7	9.3	26	14.6
Social skills training	20	26.7	41	23.0
Speech generating devices	6	8.0	26	14.6
Structured play groups	4	5.3	11	6.2
Structured work systems	6	8.0	7	3.9
Task analysis	3	4.0	12	6.7
Time delay	4	5.3	7	3.9
Video modeling	3	4.0	7	3.9
Visual supports	15	20.0	43	24.2

Table 15. (continued) Participated in Training during the Past Three Years: Administrator and Direct Service Provider.

	Administrator (n=75)		Direct Service (n=178)	
	Response	%	Response	%
Other training topics				
Alternate assessment	5	6.7	13	7.3
ASD diagnostic assessment	13	17.3	28	15.7
Assessment for instructional programming and progress monitoring	9	12.0	8	4.5
Behavior intervention plans	31	41.3	55	30.9
Career development	5	6.7	5	2.8
Characteristics of ASD	28	37.3	53	29.8
Community-based instruction	5	6.7	3	1.7
Crisis interventions	10	13.3	22	12.4
Developmental relationship-based treatment	4	5.3	3	1.7
Inclusive practices	15	20.0	10	5.6
Program evaluation	5	6.7	8	4.5
Psychoanalytic theoretical conceptualizations of autism	2	2.7	6	3.4
Screening	10	13.3	16	9.0
Special education laws, regulations and policies	18	24.0	41	23.0
Technological supports/accommodations	8	10.7	12	6.7
Transition planning for life after high school	14	18.7	15	8.4
Transition Planning for Early Intervention/ Early Childhood	12	16.0	6	3.4
Other	6	8.0	6	3.4

- Autism Pro
- Sensory integration
- Son-Rise
- I do not know
- Person centered planning

- SEAS
- RTI & reading
- Conference 3 years misc. topics / 4 college courses for special education
- Medication
- Positive behavioral supports
- Topics are chosen by my employer relating to general child development issues

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 16. Participated in Training during the Past Three Years: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=30)		Administrator (n=22)		Direct Service (n=36)		Administrator (n=18)		Direct Service (n=43)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Evidence-based practices[a]												
Antecedent-based interventions	3	13.6	4	13.3	4	18.2	7	19.4	4	22.2	12	27.9
Cognitive behavioral interventions	3	13.6	8	26.7	5	22.7	9	25.0	3	16.7	12	27.9
Computer-aided instruction	2	9.1	3	10.0	0	0.0	4	11.1	0	0.0	7	16.3
Differential reinforcement	3	13.6	2	6.7	4	18.2	5	13.9	4	22.2	6	14.0
Discrete trial training	4	18.2	8	26.7	3	13.6	8	22.2	2	11.1	11	25.6
Exercise	2	9.1	4	13.3	2	9.1	3	8.3	1	5.6	5	11.6
Extinction	2	9.1	3	10.0	3	13.6	3	8.3	3	16.7	3	7.0
Functional behavior assessment (FBA)	5	22.7	8	26.7	5	22.7	12	33.3	4	22.2	16	37.2
Functional communication training	3	13.6	6	20.0	1	4.5	6	16.7	0	0.0	6	14.0
Modeling	3	13.6	9	30.0	6	27.3	12	33.3	3	16.7	12	27.9
Naturalistic intervention	3	13.6	4	13.3	2	9.1	4	11.1	0	0.0	4	9.3
Parent-implemented intervention	2	9.1	6	20.0	3	13.6	4	11.1	1	5.6	5	11.6
Peer-mediated instruction and intervention	1	4.5	1	3.3	0	0.0	0	0.0	1	5.6	0	0.0
Picture exchange communication system (PECS)	8	36.4	8	26.7	5	22.7	8	22.2	3	16.7	9	20.9
Pivotal response training	2	9.1	1	3.3	1	4.5	0	0.0	1	5.6	0	0.0
Prompting	2	9.1	7	23.3	5	22.7	8	22.2	3	16.7	8	18.6
Reinforcement	7	31.8	9	30.0	10	45.5	11	30.6	5	27.8	12	27.9
Response interruption/redirection	1	4.5	1	3.3	2	9.1	4	11.1	2	11.1	3	7.0
Scripting	0	0.0	2	6.7	0	0.0	4	11.1	0	0.0	5	11.6
Self-management	2	9.1	2	6.7	2	9.1	3	8.3	2	11.1	4	9.3
Social narrative/ stories	2	9.1	7	23.3	2	9.1	10	27.8	1	5.6	13	30.2
Social skills training	6	27.3	12	40.0	8	36.4	17	47.2	8	44.4	19	44.2
Speech generating devices	3	13.6	4	13.3	3	13.6	9	25.0	1	5.6	11	25.6
Structured play groups	3	13.6	5	16.7	2	9.1	4	11.1	2	11.1	4	9.3
Structured work systems	0	0.0	2	6.7	2	9.1	2	5.6	1	5.6	3	7.0
Task analysis	0	0.0	3	10.0	0	0.0	4	11.1	0	0.0	3	7.0
Time delay	2	9.1	2	6.7	3	13.6	0	0.0	2	11.1	2	4.7
Video modeling	0	0.0	3	10.0	0	0.0	4	11.1	0	0.0	3	7.0
Visual supports	6	27.3	13	43.3	5	22.7	16	44.4	2	11.1	16	37.2

Table 16. (continued) Participated in Training during the Past Three Years: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=30)		Administrator (n=22)		Direct Service (n=36)		Administrator (n=18)		Direct Service (n=43)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Other training topics												
Alternate assessment	0	0.0	0	0.0	1	4.5	2	5.6	1	5.6	2	4.7
ASD diagnostic assessment	6	27.3	7	23.3	6	27.3	13	36.1	5	27.8	14	32.6
Assessment for instructional programming and progress monitoring	3	13.6	0	0.0	3	13.6	2	5.6	3	16.7	3	7.0
Behavior intervention plans	8	36.4	11	36.7	8	36.4	18	50.0	6	33.3	22	51.2
Career development	2	9.1	1	3.3	1	4.5	1	2.8	1	5.6	1	2.3
Characteristics of ASD	9	40.9	14	46.7	8	36.4	20	55.6	6	33.3	21	48.8
Community-based instruction	2	9.1	0	0.0	2	9.1	1	2.8	2	11.1	1	2.3
Crisis interventions	1	4.5	1	3.3	2	9.1	4	11.1	3	16.7	6	14.0
Developmental relationship-based treatment	2	9.1	0	0.0	2	9.1	0	0.0	1	5.6	0	0.0
Inclusive practices	6	27.3	4	13.3	5	22.7	4	11.1	3	16.7	5	11.6
Program evaluation	1	4.5	4	13.3	1	4.5	4	11.1	1	5.6	4	9.3
Psychoanalytic theoretical conceptualizations of autism	1	4.5	1	3.3	0	0.0	3	8.3	0	0.0	3	7.0
Screening	5	22.7	10	33.3	1	4.5	5	13.9	0	0.0	5	11.6
Special education laws, regulations and policies	5	22.7	3	10.0	4	18.2	9	25.0	4	22.2	13	30.2
Technological supports/accommodations	3	13.6	1	3.3	2	9.1	6	16.7	1	5.6	6	14.0
Transition planning for life after high school	2	9.1	1	3.3	2	9.1	3	8.3	2	11.1	4	9.3
Transition Planning for Early Intervention/ Early Childhood	5	22.7	1	3.3	4	18.2	3	8.3	2	11.1	3	7.0
Other	3	13.6	1	3.3	1	4.5	0	0.0	1	5.6	1	2.3
					• Son-Rise				• Son-Rise		• Medication	

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 17. Participated in Training during the Past Three Years: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=29)		Administrator (n=15)		Direct Service (n=25)		Administrator (n=14)		Direct Service (n=12)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Evidence-based practices[a]												
Antecedent-based interventions	2	13.3	9	31.0	3	20.0	6	24.0	3	21.4	5	41.7
Cognitive behavioral interventions	1	6.7	12	41.4	2	13.3	8	32.0	1	7.1	3	25.0
Computer-aided instruction	0	0.0	4	13.8	1	6.7	3	12.0	2	14.3	2	16.7
Differential reinforcement	2	13.3	7	24.1	3	20.0	2	8.0	1	7.1	4	33.3
Discrete trial training	1	6.7	8	27.6	2	13.3	3	12.0	1	7.1	2	16.7
Exercise	0	0.0	2	6.9	0	0.0	1	4.0	2	14.3	1	8.3
Extinction	0	0.0	3	10.3	1	6.7	2	8.0	1	7.1	3	25.0
Functional behavior assessment (FBA)	3	20.0	14	48.3	4	26.7	10	40.0	3	21.4	5	41.7
Functional communication training	1	6.7	5	17.2	1	6.7	5	20.0	1	7.1	2	16.7
Modeling	1	6.7	7	24.1	2	13.3	5	20.0	3	21.4	2	16.7
Naturalistic intervention	0	0.0	3	10.3	0	0.0	1	4.0	0	0.0	1	8.3
Parent-implemented intervention	2	13.3	1	3.4	2	13.3	1	4.0	1	7.1	1	8.3
Peer-mediated instruction and intervention	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Picture exchange communication system (PECS)	5	33.3	6	20.7	5	33.3	7	28.0	4	28.6	3	25.0
Pivotal response training	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Prompting	1	6.7	6	20.7	1	6.7	4	16.0	2	14.3	3	25.0
Reinforcement	2	13.3	8	27.6	3	20.0	6	24.0	4	28.6	2	16.7
Response interruption/redirection	0	0.0	4	13.8	0	0.0	3	12.0	1	7.1	1	8.3
Scripting	0	0.0	4	13.8	0	0.0	1	4.0	0	0.0	1	8.3
Self-management	2	13.3	4	13.8	2	13.3	2	8.0	2	14.3	1	8.3
Social narrative/ stories	1	6.7	8	27.6	2	13.3	7	28.0	2	14.3	2	16.7
Social skills training	6	40.0	12	41.4	7	46.7	11	44.0	7	50.0	5	41.7
Speech generating devices	1	6.7	9	31.0	1	6.7	7	28.0	1	7.1	4	33.3
Structured play groups	1	6.7	3	10.3	1	6.7	2	8.0	1	7.1	1	8.3
Structured work systems	1	6.7	2	6.9	1	6.7	2	8.0	2	14.3	0	0.0
Task analysis	0	0.0	2	6.9	0	0.0	1	4.0	0	0.0	1	8.3
Time delay	1	6.7	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0
Video modeling	0	0.0	2	6.9	1	6.7	2	8.0	1	7.1	1	8.3
Visual supports	3	20.0	14	48.3	3	20.0	10	40.0	1	7.1	6	50.0

Table 17. (continued) Participated in Training during the Past Three Years: Age Served, Middle School Aged through Adult.

| | Middle School Aged 12 through 14 years | | | | High School Aged 15 years to graduation | | | | Adult 18 years and older | | | |
| | Administrator (n=15) | | Direct Service (n=29) | | Administrator (n=15) | | Direct Service (n=25) | | Administrator (n=14) | | Direct Service (n=12) | |
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Other training topics												
Alternate assessment	2	13.3	1	3.4	2	13.3	4	16.0	0	0.0	1	8.3
ASD diagnostic assessment	5	33.3	12	41.4	5	33.3	12	48.0	4	28.6	4	33.3
Assessment for instructional programming and progress monitoring	3	20.0	3	10.3	3	20.0	3	12.0	2	14.3	1	8.3
Behavior intervention plans	2	13.3	16	55.2	2	13.3	12	48.0	4	28.6	5	41.7
Career development	1	6.7	1	3.4	1	6.7	1	4.0	3	21.4	0	0.0
Characteristics of ASD	6	40.0	13	44.8	6	40.0	13	52.0	5	35.7	5	41.7
Community-based instruction	2	13.3	1	3.4	2	13.3	1	4.0	2	14.3	0	0.0
Crisis interventions	2	13.3	6	20.7	1	6.7	6	24.0	2	14.3	4	33.3
Developmental relationship-based treatment	1	6.7	0	0.0	1	6.7	0	0.0	2	14.3	1	8.3
Inclusive practices	1	6.7	2	6.9	1	6.7	2	8.0	1	7.1	2	16.7
Program evaluation	0	0.0	1	3.4	0	0.0	1	4.0	2	14.3	1	8.3
Psychoanalytic theoretical conceptualizations of autism	0	0.0	3	10.3	0	0.0	1	4.0	0	0.0	0	0.0
Screening	0	0.0	4	13.8	0	0.0	5	20.0	1	7.1	1	8.3
Special education laws, regulations and policies	4	26.7	9	31.0	3	20.0	7	28.0	4	28.6	4	33.3
Technological supports/accommodations	2	13.3	3	10.3	2	13.3	3	12.0	3	21.4	1	8.3
Transition planning for life after high school	3	20.0	4	13.8	4	26.7	5	20.0	6	42.9	3	25.0
Transition Planning for Early Intervention/ Early Childhood	2	13.3	2	6.9	2	13.3	3	12.0	1	7.1	0	0.0
Other	1	6.7	0	0.0	2	13.3	0	0.0	3	21.4	0	0.0
	• Son-Rise		• No comments		• Sensory integration • Son-Rise		• No comments		• Sensory integration • Son-Rise			

Note. [a]Based on review by National Autism Center, 2009 and review by National Professional Development Center on ASD, 2014

Table 18. Ratings of Training Benefits and Likelihood of Access: Administrator and Direct Service Provider.

| | Administrator | | | | | | | | Direct Service | | | | | | | | t-test for Equality of Means | |
| | Benefit | | | Access | | | Kendall tau-b | | Benefit | | | Access | | | Kendall tau-b | | Benefit | Access |
	N	M	SD	N	M	SD			N	M	SD	N	M	SD			T Value	T Value
Professional development avenues[a]																		
National conference	69	2.57	1.43	65	1.85	1.11	.46	**	167	2.90	1.39	163	2.44	1.41	.61	**	-1.66	-3.34 **
On-campus college course	69	2.62	1.32	66	2.26	1.28	.62	**	165	2.99	1.26	163	2.52	1.32	.64	**	-1.99 *	-1.35
One-to-one coaching or mentoring	71	3.59	1.26	66	3.30	1.27	.72	**	165	3.43	1.31	159	3.06	1.39	.72	**	.876	1.21
Online college course	69	2.72	1.25	67	2.33	1.20	.65	**	167	3.01	1.36	167	2.72	1.35	.76	**	-1.51	-2.06 *
Online training	72	3.65	1.13	69	3.55	1.15	.73	**	172	3.63	1.08	170	3.67	1.14	.76	**	.12	-.74
Printed materials (books, practice guides, etc.)	71	3.62	1.03	67	3.60	1.14	.62	**	168	3.67	1.00	167	3.72	1.02	.75	**	-.33	-.80
State conference	73	3.62	1.02	69	3.42	1.24	.66	**	171	3.65	1.22	168	3.60	1.25	.72	**	-.20	-1.01
Study groups	71	2.82	1.16	68	2.66	1.24	.67	**	166	2.78	1.31	163	2.56	1.33	.80	**	.22	.55
Summer institute (across multiple days)	70	3.06	1.35	67	2.61	1.31	.66	**	170	3.53	1.30	168	3.29	1.38	.75	**	-2.53 *	-3.43 **
Webinar (a web-based presentation)	70	3.47	1.26	67	3.43	1.31	.82	**	169	3.58	1.14	167	3.59	1.20	.80	**	-.65	-.86
Website	71	3.41	1.18	68	3.47	1.24	.79	**	170	3.60	1.10	168	3.76	1.14	.72	**	-1.21	-1.70
Workshop	75	4.12	.90	72	4.11	.91	.82	**	181	4.27	.79	178	4.24	.85	.69	**	-1.28	-1.08

*p < .05. **p < .01.

Table 19. Ratings of Training Benefits and Likelihood of Access: Age Served, Infant and Toddlers.

	Infant and Toddlers Birth through 2 years											
	Administrator						Direct Service					
	Benefit			Access			Benefit			Access		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Professional development avenues												
National conference	21	2.62	1.50	19	1.95	1.22	28	3.00	1.36	26	2.58	1.53
On-campus college course	20	2.55	1.54	20	2.25	1.48	27	3.04	1.32	26	2.35	1.29
One-to-one coaching or mentoring	22	3.68	1.25	20	3.30	1.30	27	3.56	1.40	26	3.00	1.52
Online college course	20	2.40	1.43	20	1.90	1.17	28	2.96	1.45	27	2.44	1.31
Online training	21	3.52	1.12	20	3.40	1.19	29	3.86	0.92	28	3.79	1.17
Printed materials (books, practice guides, etc.)	21	3.33	1.02	20	3.45	1.15	28	3.50	1.07	27	3.33	1.27
State conference	22	3.32	1.04	21	3.48	1.03	29	3.86	1.13	28	3.82	1.28
Study groups	21	2.90	1.18	20	2.60	1.23	27	2.67	1.39	26	2.23	1.24
Summer institute (across multiple days)	22	2.95	1.43	21	2.38	1.32	28	3.25	1.24	27	3.15	1.29
Webinar (a web-based presentation)	21	3.10	1.30	20	3.15	1.23	29	3.97	0.98	28	3.79	1.17
Website	20	3.00	1.26	20	3.05	1.28	30	3.83	1.05	29	3.83	1.17
Workshop	22	3.82	1.10	21	3.90	0.94	29	4.38	0.68	29	4.34	0.72

Table 20. Ratings of Training Benefits and Likelihood of Access: Age Served, Pre-Kindergarten.

| Professional development avenues | Administrator | | | | | | Direct Service | | | | | |
| | Benefit | | | Access | | | Benefit | | | Access | | |
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
National conference	21	2.76	1.48	21	1.71	0.96	34	3.24	1.16	32	2.97	1.40
On-campus college course	20	2.95	1.36	21	2.24	1.34	32	3.06	1.01	32	2.75	1.32
One-to-one coaching or mentoring	22	3.77	1.34	21	3.24	1.30	31	3.61	1.28	31	3.35	1.33
Online college course	20	3.00	1.38	21	2.29	1.42	34	3.38	1.23	34	3.09	1.42
Online training	22	3.77	1.02	22	3.50	1.14	35	4.03	0.95	35	4.09	1.25
Printed materials (books, practice guides, etc.)	21	3.62	1.07	21	3.67	1.15	34	3.62	1.07	34	3.76	1.10
State conference	21	3.33	1.02	21	3.14	1.15	36	3.94	0.86	35	4.00	0.97
Study groups	21	2.81	1.21	21	2.57	1.47	33	3.15	1.33	33	2.91	1.31
Summer institute (across multiple days)	21	2.95	1.47	21	2.33	1.28	35	3.69	1.16	35	3.49	1.38
Webinar (a web-based presentation)	21	3.38	1.28	21	3.43	1.29	35	4.03	0.92	34	4.03	0.94
Website	20	3.15	1.35	21	3.10	1.37	35	3.77	1.09	35	3.89	1.18
Workshop	22	3.91	0.87	22	3.86	0.89	36	4.42	0.60	35	4.46	0.66

Table 21. Ratings of Training Benefits and Likelihood of Access: Age Served, Elementary School Aged.

	Elementary School Aged 6 through 11 years											
	Administrator						Direct Service					
	Benefit			Access			Benefit			Access		
	N	*M*	SD	*N*	*M*	SD	*N*	*M*	SD	*N*	*M*	SD
Professional development avenues												
National conference	16	2.69	1.49	16	1.81	1.05	38	3.29	1.25	36	2.86	1.44
On-campus college course	15	2.33	1.35	16	1.63	0.89	35	3.17	1.18	35	2.71	1.32
One-to-one coaching or mentoring	17	3.47	1.50	16	3.00	1.37	34	3.38	1.26	34	3.15	1.33
Online college course	15	3.00	1.41	16	2.31	1.40	37	3.41	1.28	37	3.05	1.37
Online training	18	3.89	1.02	18	3.61	1.09	38	3.92	1.08	38	4.00	1.16
Printed materials (books, practice guides, etc.)	17	3.76	0.97	17	3.82	1.19	37	3.70	1.02	37	3.78	0.98
State conference	17	3.24	1.03	16	2.81	1.28	40	3.93	1.00	39	3.85	1.09
Study groups	17	2.94	1.20	17	2.53	1.42	36	3.19	1.37	36	2.94	1.41
Summer institute (across multiple days)	16	2.56	1.36	16	2.00	1.15	39	3.79	1.26	39	3.44	1.39
Webinar (a web-based presentation)	16	3.31	1.20	16	3.44	1.26	39	3.97	0.96	39	3.97	0.99
Website	16	3.38	1.26	17	3.35	1.32	38	3.82	1.11	38	3.89	1.13
Workshop	18	3.89	0.96	18	3.83	0.92	42	4.48	0.59	42	4.36	0.66

Table 22. Ratings of Training Benefits and Likelihood of Access: Age Served, Middle School Aged.

	Middle School Aged 12 through 14 years											
	Administrator						Direct Service					
	Benefit			Access			Benefit			Access		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Professional development avenues												
National conference	14	2.36	1.34	14	3.07	1.33	26	3.58	1.24	23	2.96	1.58
On-campus college course	14	1.71	1.14	13	2.15	1.21	24	3.33	1.01	23	2.74	1.45
One-to-one coaching or mentoring	13	3.08	1.50	14	3.29	1.49	23	3.57	1.31	22	3.18	1.44
Online college course	14	1.79	1.19	13	2.23	1.17	25	3.48	1.26	24	3.13	1.36
Online training	15	3.73	1.16	15	3.80	0.94	26	3.92	1.02	25	4.08	1.15
Printed materials (books, practice guides, etc.)	15	3.80	0.94	15	3.60	0.99	25	3.80	1.12	24	3.83	1.09
State conference	14	3.43	1.16	15	3.60	1.06	27	3.96	1.02	25	3.92	1.00
Study groups	15	2.60	1.35	15	2.93	1.03	25	3.08	1.32	24	2.79	1.38
Summer institute (across multiple days)	14	2.43	1.45	14	2.93	1.33	27	3.89	1.22	26	3.54	1.39
Webinar (a web-based presentation)	14	3.43	1.28	14	3.36	1.22	26	4.08	0.80	25	4.16	0.80
Website	14	3.29	1.14	14	3.50	1.09	26	3.85	1.08	25	4.04	1.14
Workshop	15	3.80	0.86	15	3.87	0.92	29	4.34	0.72	28	4.18	0.77

Table 23. Ratings of Training Benefits and Likelihood of Access: Age Served, High School Aged.

	High School Aged 15 years to graduation											
	Administrator						Direct Service					
	Benefit			Access			Benefit			Access		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Professional development avenues												
National conference	14	3.29	1.20	14	2.36	1.34	24	3.54	1.25	23	2.70	1.58
On-campus college course	13	2.23	1.17	14	1.79	1.12	20	3.05	1.19	20	2.65	1.46
One-to-one coaching or mentoring	14	3.50	1.51	14	3.21	1.53	20	3.25	1.29	20	3.00	1.45
Online college course	13	2.38	1.26	14	1.86	1.23	21	2.95	1.43	21	2.86	1.42
Online training	15	3.80	0.94	15	3.73	1.16	22	4.00	0.98	22	4.27	0.88
Printed materials (books, practice guides, etc.)	15	3.53	0.99	15	3.67	1.05	21	3.57	1.16	21	3.48	1.12
State conference	15	3.73	0.96	14	3.57	1.09	25	3.92	1.15	24	3.54	1.25
Study groups	15	3.00	1.00	15	2.67	1.35	22	2.59	1.33	22	2.50	1.41
Summer institute (across multiple days)	14	3.21	1.31	14	2.64	1.45	23	3.74	1.18	23	3.39	1.34
Webinar (a web-based presentation)	14	3.50	1.02	14	3.50	1.16	24	4.08	0.78	24	4.04	0.75
Website	14	3.36	1.15	14	3.14	1.17	22	4.18	0.80	22	4.18	0.80
Workshop	15	3.73	0.88	15	3.73	0.80	26	4.35	0.56	26	4.19	0.63

Table 24. Ratings of Training Benefits and Likelihood of Access: Age Served, Adult.

	Adult 18 years and older											
	Administrator						Direct Service					
	Benefit			Access			Benefit			Access		
	N	*M*	SD	*N*	*M*	SD	*N*	*M*	SD	*N*	*M*	SD
Professional development avenues												
National conference	13	3.08	1.38	13	2.23	1.42	10	2.70	1.25	9	2.11	1.27
On-campus college course	12	2.42	1.24	13	2.15	1.41	10	2.80	0.92	10	2.30	1.42
One-to-one coaching or mentoring	13	3.54	1.33	13	3.23	1.30	10	2.90	1.37	9	2.78	1.48
Online college course	12	2.50	1.24	13	2.15	1.21	11	2.73	1.10	11	2.64	1.43
Online training	13	3.62	0.96	13	3.69	1.18	11	3.64	0.81	11	4.00	1.10
Printed materials (books, practice guides, etc.)	13	3.54	0.97	13	3.85	1.14	11	3.73	0.90	11	3.82	0.75
State conference	14	3.79	1.19	14	3.79	1.19	11	3.45	1.13	11	3.73	1.27
Study groups	14	2.93	1.00	14	2.71	1.27	9	2.11	1.27	11	2.00	1.41
Summer institute (across multiple days)	13	3.15	1.46	13	2.38	1.50	12	2.92	1.24	12	2.58	1.38
Webinar (a web-based presentation)	14	3.36	1.08	14	3.43	1.28	11	3.91	1.22	12	3.83	1.27
Website	13	3.23	1.09	14	3.36	1.22	11	3.27	1.42	11	3.45	1.51
Workshop	14	3.79	0.89	14	3.93	0.83	12	4.00	0.74	12	4.17	0.58

Table 25. Factors Affecting Participation in Training: Administrator and Direct Service Provider.

	Administrator (n=75)			Direct Service (n=181)		
	M	SD	%	M	SD	%
Likelihood of Participation in Training						
Offered during work day	2.51	.76		2.41	.75	
Offered after work	1.75	.81		1.75	.80	
Offered during weekend	1.55	.79		1.75	.80	
Offered in summer	2.25	.73		2.33	.72	
Offer on-line, can view any time of day	2.77	.46		2.65	.62	
Offered on-line, live	2.35	.73		2.12	.75	
Results in college credit	2.19	.70		2.17	.72	
Results in continuing education units (CEUs)	2.53	.58		2.68	.57	
Involves travel out of state	1.19	.48		1.35	.56	
Requires registration fee	1.44	.60		1.55	.61	
Requires overnight travel	1.43	.64		1.53	.60	
Driving more than 60 miles one-way	1.49	.62		1.69	.58	
Requires substitute personnel coverage	1.45	.64		1.71	.61	
Reimbursement of personal expenses	2.59	.70		2.57	.59	
Length of Training						
2-3 hours	2.72	.54		2.48	.68	
1 day	2.77	.45		2.71	.49	
2 days	2.08	.75		2.41	.64	
3 days	1.36	.61		1.75	.75	
4 days	1.17	.47		1.47	.67	
4 days or more	1.10	.38		1.42	.65	
Month Most Difficult to Attend						
January			37.8			28.6
February			17.6			18.7
March			18.9			16.5
April			35.1			28.0
May			40.5			36.8
June			13.5			20.9
July			18.9			24.2
August			45.9			41.8
September			25.7			25.8
October			21.6			13.7
November			41.9			24.7
December			63.5			52.7
None			4.1			13.2
Another factor that strongly affects participation						
No			71.6			73.3
Yes			28.4			26.7

Table 25. (continued) Factors Affecting Participation in Training: Administrator and Direct Service Provider.

Comments

Administrator	Direct Service
• Ability to get substitutes	• Content
• Actual skill development	• Content of materials
• Cost	• Cost
• Cost	• Cost
• Cost	• Cost
• Cost	• Cost
• Cost to staff or district	• Cost of participation
• Date of training, flexibility of training times	• Cost of training
• Financial obligation	• Cost, and whether it will be helpful to my age group of birth to 3 clients. Also, hands-on and/or lots of videos depicting how the strategies actually are administered and work. I don't have time for theory only trainings. I need to practice techniques or see them in administered via video as I am a visual and hands-on learner.
• HOW complicated and complex it is.	
• Location	
• Location	
• More in-depth and skill focused, as opposed to simply a general overview	• Credentials of presenter
• OCCT Testing	• Current caseload
• Overall - the cost	• Depends on how busy I am with my caseload as to whether I can attend. I have cancelled workshops before due to being busy on the job.
• Repetition of class.	
• Stipend	
• Training offered at different times, entire staff cannot attend at the same time	• District Funding/Budget Considerations
• Travel and registration fees	• During work week
• We need local training in LeFlore county	• Employer sponsored and paid fees would increase likelihood.
• Weather hazards	• EOI preparation and weather
	• Family and client obligations
	• Good, detailed description of the training. make and take.
	• Have to see clients for agency
	• Having a substitute for my classroom and approval from administrators on any cost.
	• Home college football game during Autism Conference
	• I also have a child on the spectrum so overnights away from her are not good for me.
	• I have small children. that would be the determining factor for participation. I need to be a mother first. :) although I love the opportunities.
	• If I have to use my vacation time
	• If I would be responsible for the costs up front.
	• If it interfered with my second job.
	• Just the topic covered
	• Lack of funds
	• Logistics close to Tulsa or Norman preferably in Tulsa, OK
	• More specific training
	• My own children & spouses schedule
	• Paying for sub
	• Public school
	• Quality!
	• School fund
	• Students I have at the time
	• Subject matter of training
	• Supervisor allowing attendance
	• The distance required to attend training is often the major factor, requires a day on each side of conference for travel. This extends the time away from the classroom
	• Travel and pay
	• Traveling alone for a training unless work related
	• Weather
	• Whether or not district pays
	• Who instructor would be
	• Who the presenter would be
	• With budget cuts, director is less likely to pay fee for training. Webinars are convenient, but not necessarily helpful.

Table 26. Factors Affecting Participation in Training: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years						Pre-Kindergarten 3 through 5 years						Elementary School Aged 6 through 11 years					
	Administrator			Direct Service			Administrator			Direct Service			Administrator			Direct Service		
	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%
Likelihood of Participation in Training	n=22			n=30			n=22			n=36			n=18			n=42		
Offered during work day	2.50	0.80		2.47	0.78		2.41	0.80		2.36	0.76		2.28	0.75		2.28	0.83	
Offered after work	1.82	0.91		1.77	0.82		1.91	0.87		1.83	0.94		1.89	0.90		2.02	0.92	
Offered during weekend	1.64	0.90		1.73	0.87		1.68	0.89		1.89	0.92		1.94	0.94		2.00	0.88	
Offered in summer	2.14	0.71		2.20	0.61		2.27	0.63		2.33	0.72		2.06	0.54		2.33	0.75	
Offer on-line, can view any time of day	2.76	0.44		2.73	0.52		2.82	0.39		2.81	0.52		2.83	0.38		2.67	0.61	
Offered on-line, live	2.33	0.73		2.30	0.70		2.27	0.77		2.44	0.65		2.28	0.83		2.29	0.74	
Results in college credit	2.27	0.77		1.97	0.78		2.36	0.73		2.00	0.77		2.29	0.77		2.00	0.74	
Results in continuing education units (CEUs)	2.86	0.35		2.90	0.41		2.73	0.46		2.88	0.41		2.78	0.43		2.90	0.38	
Involves travel out of state	1.18	0.50		1.27	0.58		1.09	0.29		1.37	0.55		1.06	0.24		1.29	0.51	
Requires registration fee	1.68	0.72		1.70	0.65		1.55	0.67		1.83	0.66		1.44	0.62		1.78	0.65	
Requires overnight travel	1.41	0.59		1.57	0.68		1.23	0.43		1.57	0.65		1.11	0.32		1.51	0.64	
Driving more than 60 miles one-way	1.45	0.67		1.80	0.71		1.18	0.39		1.71	0.67		1.17	0.38		1.66	0.66	
Requires substitute personnel coverage	1.32	0.57		1.59	0.63		1.32	0.57		1.68	0.64		1.33	0.59		1.65	0.62	
Reimbursement of personal expenses	2.82	0.50		2.73	0.45		2.68	0.65		2.64	0.49		2.67	0.69		2.62	0.58	
Length of Training	n=22			n=30			n=22			n=36			n=17			n=43		
2-3 hours	2.77	0.43		2.27	0.74		2.73	0.46		2.47	0.77		2.82	0.39		2.42	0.76	
1 day	2.73	0.46		2.83	0.38		2.68	0.48		2.86	0.35		2.71	0.47		2.84	0.37	
2 days	2.14	0.85		2.57	0.57		2.05	0.79		2.56	0.69		1.88	0.78		2.53	0.70	
3 days	1.27	0.55		1.70	0.84		1.18	0.39		1.79	0.88		1.12	0.33		1.88	0.84	
4 days	1.10	0.30		1.40	0.67		1.05	0.22		1.35	0.65		1.00	0.00		1.44	0.67	
4 days or more	1.05	0.22		1.37	0.67		1.05	0.21		1.29	0.62		1.00	0.00		1.39	0.67	
Month Most Difficult to Attend			n=22			n=30			n=22			n=36			n=18			n=42
January			45.5			33.3			50.0			27.8			44.4			31.0
February			27.3			16.7			22.7			13.9			22.2			16.7
March			18.2			10.0			31.8			13.9			22.2			19.0
April			18.2			6.7			31.8			19.4			27.8			23.8
May			31.8			16.7			40.9			38.9			38.9			45.2
June			4.5			13.3			13.6			25.0			22.2			28.6
July			22.7			20.0			27.3			27.8			38.9			31.0
August			40.9			33.3			54.5			44.4			50.0			52.4
September			22.7			16.7			22.7			30.6			11.1			38.1
October			22.7			10.0			22.7			16.7			16.7			19.0
November			45.5			30.0			36.4			16.7			38.9			16.7
December			72.7			66.7			59.1			58.3			55.6			61.9
None			0.0			20.0			0.0			13.9			0.0			4.8

Table 26. (continued) Factors Affecting Participation in Training: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years						Pre-Kindergarten 3 through 5 years						Elementary School Aged 6 through 11 years					
	Administrator			Direct Service			Administrator			Direct Service			Administrator			Direct Service		
	M	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%	*M*	SD	%
Another factor that strongly affects participation			n=22			n=27			n=22			n=35			n=18			n=42
No			77.3			59.3			68.2			68.6			61.1			71.4
Yes			22.7			40.7			31.8			31.4			38.9			28.6
Comments:	• Actual skill development • Location • More in-depth and skill focused, as opposed to simply a general overview • Overall - the cost • Travel and registration fees			• Content of materials • Cost, and whether it will be helpful to my age group of birth to 3 clients. Also, hands-on and/or lots of videos depicting how the strategies actually are administered and work. I don't have time for theory only trainings. I need to practice techniques or see them in administered via video as I am a visual and hands-on learner. • Current caseload • Employer sponsored and paid fees would increase likelihood. • Family and client obligations • Home college football game during Autism Conference • If I have to use my vacation time • Just the topic covered • Supervisor allowing attendance • Who instructor would be • Who the presenter would be			• Actual skill development • Cost • Date of training, flexibility of training times • Location • More in-depth and skill focused, as opposed to simply a general overview • Overall - the cost • stipend			• Content of materials • Cost • Credentials of presenter • During work week • Have to see clients for agency • Having a substitute for my classroom and approval from administrators on any cost. • Just the topic covered • Quality! • Supervisor allowing attendance • The distance required to attend training is often the major factor, requires a day on each side of conference for travel. This extends the time away from the classroom • Who the presenter would be			• Actual skill development • Date of training, flexibility of training times • Location • More in-depth and skill focused, as opposed to simply a general overview • Overall - the cost • Stipend • We need local training in LeFlore county			• Cost • Credentials of presenter • Depends on how busy I am with my caseload as to whether I can attend. I have cancelled workshops before due to being busy on the job. • during work week • Have to see clients for agency • Having a substitute for my classroom and approval from administrators on any cost. • If I have to use my vacation time • just the topic covered • Quality! • supervisor allowing attendance • The distance required to attend training is often the major factor, requires a day on each side of conference for travel. This extends the time away from the classroom • who the presenter would be

Table 27. Factors Affecting Participation in Training: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years						High School Aged 15 years to graduation						Adult 18 years and older					
	Administrator			Direct Service			Administrator			Direct Service			Administrator			Direct Service		
	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%
Likelihood of Participation in Training	n=15			n=28			n=15			n=24			n=14			n=12		
Offered during work day	2.27	0.80		2.31	0.81		2.13	0.83		2.23	0.82		2.29	0.91		2.83	0.58	
Offered after work	1.73	0.88		2.25	0.89		1.80	0.86		2.08	0.91		1.57	0.76		1.58	0.79	
Offered during weekend	1.87	0.92		2.07	0.90		1.93	0.88		2.00	0.91		1.64	0.84		1.42	0.67	
Offered in summer	2.13	0.64		2.39	0.63		2.20	0.68		2.46	0.59		2.14	0.77		2.00	0.74	
Offer on-line, can view any time of day	2.80	0.41		2.64	0.68		2.73	0.46		2.68	0.56		2.71	0.47		2.83	0.39	
Offered on-line, live	2.27	0.80		2.32	0.72		2.27	0.80		2.16	0.80		2.14	0.77		2.50	0.67	
Results in college credit	2.00	0.68		2.07	0.73		1.86	0.66		2.04	0.69		1.79	0.58		1.82	0.75	
Results in continuing education units (CEUs)	2.67	0.49		2.93	0.38		2.53	0.64		2.88	0.45		2.43	0.65		2.73	0.47	
Involves travel out of state	1.07	0.26		1.44	0.58		1.07	0.26		1.33	0.56		1.07	0.27		1.36	0.50	
Requires registration fee	1.27	0.46		1.81	0.62		1.27	0.46		1.63	0.65		1.29	0.47		1.55	0.52	
Requires overnight travel	1.27	0.46		1.56	0.58		1.27	0.46		1.42	0.58		1.36	0.50		1.36	0.50	
Driving more than 60 miles one-way	1.40	0.51		1.70	0.61		1.33	0.49		1.75	0.61		1.43	0.51		1.73	0.65	
Requires substitute personnel coverage	1.27	0.59		1.58	0.64		1.13	0.35		1.61	0.72		1.36	0.50		1.40	0.52	
Reimbursement of personal expenses	2.67	0.72		2.54	0.64		2.53	0.83		2.44	0.71		2.50	0.76		2.42	0.67	
Length of Training	n=14			n=28			n=14			n=26			n=13			n=12		
2-3 hours	2.86	0.36		2.41	0.82		2.86	0.36		2.46	0.81		2.85	0.38		2.17	0.94	
1 day	2.73	0.46		2.76	0.44		2.73	0.46		2.81	0.40		2.86	0.36		2.58	0.67	
2 days	1.93	0.80		2.62	0.56		1.93	0.80		2.46	0.71		1.93	0.83		2.33	0.78	
3 days	1.07	0.27		2.04	0.81		1.07	0.27		1.80	0.82		1.08	0.28		1.50	0.80	
4 days	1.00	0.00		1.63	0.74		1.00	0.00		1.44	0.71		1.00	0.00		1.33	0.65	
4 days or more	1.00	0.00		1.56	0.75		1.00	0.00		1.42	0.72		1.00	0.00		1.33	0.65	
Month Most Difficult to Attend			n=15			n=28			n=15			n=26			n=14			n=12
January			40.0			28.6			40.0			30.8			35.7			33.3
February			20.0			14.3			20.0			11.5			14.3			25.0
March			20.0			10.7			13.3			19.2			0.0			16.7
April			33.3			17.9			26.7			30.8			7.1			16.7
May			40.0			35.7			33.3			42.3			21.4			25.0
June			13.3			14.3			20.0			23.1			7.1			16.7
July			33.3			17.9			40.0			23.1			21.4			16.7
August			46.7			46.4			46.7			38.5			35.7			16.7
September			13.3			39.3			13.3			42.3			7.1			25.0
October			13.3			10.7			13.3			23.1			14.3			8.3
November			40.0			21.4			40.0			15.4			35.7			33.3
December			66.7			60.7			66.7			50.0			57.1			41.7
None			0.0			7.1			0.0			3.8			14.3			16.7

Table 27. (continued) Factors Affecting Participation in Training: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years						High School Aged 15 years to graduation						Adult 18 years and older					
	Administrator			Direct Service			Administrator			Direct Service			Administrator			Direct Service		
	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%	M	SD	%
Another factor that strongly affects participation			n=14			n=28			n=14			n=25			n=13			n=10
No			57.1			60.7			64.3			64.0			69.2			60.0
Yes			42.9			39.3			35.7			36.0			30.8			40.0
Comments:	• Actual skill development • Date of training, flexibility of training times • Location • More in-depth and skill focused, as opposed to simply a general overview • OCCT Testing • We need local training in LeFlore county			• Cost • Credentials of presenter • Depends on how busy I am with my caseload as to whether I can attend. I have cancelled workshops before due to being busy on the job. • During work week • Have to see clients for agency • If I have to use my vacation time • Just the topic covered • Supervisor allowing attendance • Travel and pay • Who the presenter would be • With budget cuts, director is less likely to pay fee for training. Webinars are convenient, but not necessarily helpful.			• Actual skill development • Date of training, flexibility of training times • Location • More in-depth and skill focused, as opposed to simply a general overview • OCCT Testing			• Cost • Depends on how busy I am with my caseload as to whether I can attend. I have cancelled workshops before due to being busy on the job. • District Funding/Budget Considerations • During work week • If I have to use my vacation time • Paying for sub • Supervisor allowing attendance • Who the presenter would be • With budget cuts, director is less likely to pay fee for training. Webinars are convenient, but not necessarily helpful.			• Actual skill development • Date of training, flexibility of training times • Location • More in-depth and skill focused, as opposed to simply a general overview			• Cost • Credentials of presenter • Who the presenter would be • With budget cuts, director is less likely to pay fee for training. Webinars are convenient, but not necessarily helpful.

Table 28. Access to Lead Professional with Responsibilities for Supporting Individuals with ASD: Administrator and Direct Service Provider.

	Administrator (n=76)		Direct Service (n=184)	
	Response	%	Response	%
Assigned lead with responsibilities for supporting individuals with ASD				
No	38	50.0	57	31.0%
Yes	38	50.0	127	69.0%
Lead's professional background				
Administrator / agency director / program manager	5		4	
Board certified behavior analyst / board certified assistant behavior analyst	2		1	
Case manager / service or care coordinator	1		1	
Child development associate	0		0	
Child development specialist	1		2	
Childcare provider	0		0	
Dietician / nutritionist	0		0	
Family advocate	0		0	
Habilitation training specialist	0		0	
Job coach	1		0	
Job placement specialist	0		0	
Licensed behavioral practitioner	0		1	
Licensed clinical social worker	0		1	
Licensed marriage and family therapist	0		1	
Licensed professional counselor	3		0	
Nurse	1		0	
Occupational therapist / certified occupational therapy assistant	0		0	
Paraprofessional / teaching assistant	1		1	
Patient care assistant	0		0	
Peer rehabilitation support specialist / behavioral health rehabilitation specialist / mental health tech	0		0	
Physical therapist / physical therapy assistant	0		0	
Program coordinator	1		0	
Psychologist, clinical	0		2	
School administrator (e.g., principal, assistant principal)	0		0	
School counselor	0		0	
School psychologist	3		6	

Table 28. (continued) Access to Lead Professional with Responsibilities for Supporting Individuals with ASD: Administrator and Direct Service Provider.

	Administrator (n=76)		Direct Service (n=184)	
	Response	%	Response	%
School psychometrist	0		0	
Special education teacher	6		14	
Special education administrator (district-level responsible for overseeing services for students with ASD)	9		12	
Speech-language pathologist	1		3	
Social worker	0		2	
Teacher, general education	1		1	
Triage specialist	0		0	
Tutor	0		0	
Vocational rehabilitation counselor	0		0	
Other	2		4	
	• Special Education degree: Disabilities Manager • Special Services Manager		• Child Psychiatrist • Pediatrician/ASD support program CEO • I don't know • Unknown	

Table 29. Access to Lead Professional with Responsibilities for Supporting Individuals with ASD: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=30)		Administrator (n=22)		Direct Service (n=37)		Administrator (n=18)		Direct Service (n=44)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Assigned lead with responsibilities for supporting individuals with ASD												
No	10	45.5	8	26.7	15	68.2	14	37.8	12	66.7	21	47.7
Yes	12	54.5	22	73.3	7	31.8	23	62.2	6	33.3	23	52.3
Lead's professional background	n=10		n=7		n=15		n=13		n=12		n=20	
Administrator / agency director / program manager	2	20.0	1	14.3	3	20.0	2	15.4	1	8.3	2	10.0
Board certified behavior analyst / board certified assistant behavior analyst	2	20.0	0	0.0	2	13.3	0	0.0	1	8.3	0	0.0
Case manager / service or care coordinator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Child development associate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Child development specialist	1	10.0	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Childcare provider	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Dietician / nutritionist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Family advocate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Habilitation training specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Job coach	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Job placement specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Licensed behavioral practitioner	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Licensed clinical social worker	0	0.0	1	14.3	0	0.0	1	7.7	0	0.0	1	5.0
Licensed marriage and family therapist	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	1	5.0
Licensed professional counselor	1	10.0	0	0.0	2	13.3	0	0.0	2	16.7	0	0.0
Nurse	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Occupational therapist / certified occupational therapy assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Paraprofessional / teaching assistant	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0
Patient care assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Peer rehabilitation support specialist / behavioral health rehabilitation specialist / mental health tech	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Physical therapist / physical therapy assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Program coordinator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Psychologist, clinical	0	0.0	1	14.3	0	0.0	2	15.4	0	0.0	2	10.0
School administrator (e.g., principal, assistant principal)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
School counselor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
School psychologist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.0

	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=30)		Administrator (n=22)		Direct Service (n=37)		Administrator (n=18)		Direct Service (n=44)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
School psychometrist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special education teacher	0	0.0	0	0.0	2	13.3	2	15.4	2	16.7	5	25.0
Special education administrator (district-level responsible for overseeing services for students with ASD)	1	10.0	1	14.3	3	20.0	2	15.4	4	33.3	3	15.0
Speech-language pathologist	1	10.0	1	14.3	1	6.7	1	7.7	1	8.3	2	10.0
Social worker	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Teacher, general education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Triage specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tutor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Vocational rehabilitation counselor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	2	20.0	0	0.0	2	13.3	2	15.4	0	0.0	3	15.0
	• Special Education degree: Disabilities Manager • Special Services Manager				• Special Education degree: Disabilities Manager • Special Services Manager		• Child Psychiatrist • Pediatrician/ASD support program CEO				• Child Psychiatrist • Pediatrician/ASD support program CEO • Unknown	

Table 30. Access to Lead Professional with Responsibilities for Supporting Individuals with ASD: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=29)		Administrator (n=15)		Direct Service (n=26)		Administrator (n=14)		Direct Service (n=12)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Assigned lead with responsibilities for supporting individuals with ASD												
No	9	60.0	11	37.9	9	60.0	10	38.5	6	42.9	1	8.3
Yes	6	40.0	18	62.1	6	40.0	16	61.5	8	57.1	11	91.7
Lead's professional background	n=9		n=11		n=9		n=10		n=6		n=1	
Administrator / agency director / program manager	1	11.1	2	18.2	1	11.1	1	10.0	1	16.7	0	0.0
Board certified behavior analyst / board certified assistant behavior analyst	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Case manager / service or care coordinator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Child development associate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Child development specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Childcare provider	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Dietician / nutritionist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Family advocate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Habilitation training specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Job coach	0	0.0	0	0.0	1	11.1	0	0.0	1	16.7	0	0.0
Job placement specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Licensed behavioral practitioner	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0
Licensed clinical social worker	0	0.0	1	9.1	0	0.0	1	10.0	0	0.0	1	100.0
Licensed marriage and family therapist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Licensed professional counselor	2	22.2	0	0.0	2	22.2	0	0.0	1	16.7	0	0.0
Nurse	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Occupational therapist / certified occupational therapy assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Paraprofessional / teaching assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Patient care assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Peer rehabilitation support specialist / behavioral health rehabilitation specialist / mental health tech	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Physical therapist / physical therapy assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Program coordinator	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0
Psychologist, clinical	0	0.0	1	9.1	0	0.0	1	10.0	0	0.0	0	0.0
School administrator (e.g., principal, assistant principal)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
School counselor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
School psychologist	1	11.1	0	0.0	1	11.1	1	10.0	0	0.0	0	0.0

Table 30. (continued) Access to Lead Professional with Responsibilities for Supporting Individuals with ASD: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=29)		Administrator (n=15)		Direct Service (n=26)		Administrator (n=14)		Direct Service (n=12)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
School psychometrist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special education teacher	2	22.2	1	9.1	2	22.2	3	30.0	1	16.7	0	0.0
Special education administrator (district-level responsible for overseeing services for students with ASD)	2	22.2	1	9.1	1	11.1	0	0.0	0	0.0	0	0.0
Speech-language pathologist	1	11.1	2	18.2	1	11.1	2	20.0	1	16.7	0	0.0
Social worker	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Teacher, general education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Triage specialist	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tutor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Vocational rehabilitation counselor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	2	18.2 • Pediatrician/ASD support program CEO • Child Psychiatrist		0	0.0	1	10.0 • Pediatrician/ASD support program CEO		0	0.0	0	0.0

Table 31. Primary Sources of Information about ASD: Administrator and Direct Service Provider.

	Administrator (n=76)		Direct Service (n=184)	
	Response	%	Response	%
Primary Source of Information				
Autism support group (Asperger Mom Network, Autismoklahoma.org, Parents of Autism, etc.)	2	2.6	2	1.1
Books	2	2.6	6	3.3
Employer	1	1.3	13	7.1
Internet	11	14.5	29	15.8
Journal articles	5	6.6	6	3.3
National autism organization (Autism Society of America, Autism Speaks, etc.)	3	3.9	8	4.3
Newspapers/magazines	0	0.0	0	0.0
Out-of-state conference	1	1.3	0	0.0
Parents	6	7.9	8	4.3
State autism organization (Oklahoma Autism Network, Project PEAK, etc.)	9	11.8	13	7.1
State conference (Oklahoma Statewide Autism Conference)	5	6.6	19	10.3
Television shows	0	0.0	2	1.1
Training / workshops	20	26.3	56	30.4
Video	1	1.3	3	1.6
Other (please specify)	10	13.2	19	10.3

Administrator "Other":
- Autism Registry Training
- Experience with client
- Experience/related service providers
- Myself
- On Site BCBA
- OU Child Study Center
- Parent of child
- Personal
- SDE
- Specialist5 within the College of Education

Direct Service "Other":
- 2 and 1/2 yr. training at UCO
- Autism resource in community to refer to
- Blogs
- Colleagues
- COLLEGE courses
- College Textbooks
- Family Member
- Grandson is ASP
- My child/his doctor
- My child's teachers
- My education
- On the job experience
- On the job learning
- Previous job
- Registered Nurse, Teachers, Parents, Internet
- Self-step son has Asperger
- Sister is Special Ed Director with several students with ASD
- Trained at autistic institute of NJ
- Webinars

Table 32. Primary Sources of Information about ASD: Age Served, Infants through Elementary School Aged.

| | Infant and Toddlers Birth through 2 years | | | | Pre-Kindergarten 3 through 5 years | | | | Elementary School Aged 6 through 11 years | | | |
| | Administrator (n=22) | | Direct Service (n=30) | | Administrator (n=22) | | Direct Service (n=37) | | Administrator (n=18) | | Direct Service (n=44) | |
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Primary Source of Information												
Autism support group (Asperger Mom Network, Autismoklahoma.org, Parents of Autism, etc.)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Books	0	0.0	2	6.7	1	4.5	4	10.8	0	0.0	3	6.8
Employer	0	0.0	2	6.7	1	4.5	0	0.0	1	5.6	2	4.5
Internet	1	4.5	2	6.7	2	9.1	4	10.8	2	11.1	3	6.8
Journal articles	4	18.2	1	3.3	2	9.1	2	5.4	1	5.6	3	6.8
National autism organization (Autism Society of America, Autism Speaks, etc.)	0	0.0	2	6.7	0	0.0	3	8.1	1	5.6	3	6.8
Newspapers/magazines	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Out-of-state conference	1	4.5	0	0.0	1	4.5	0	0.0	1	5.6	0	0.0
Parents	2	9.1	1	3.3	2	9.1	0	0.0	2	11.1	1	2.3
State autism organization (Oklahoma Autism Network, Project PEAK, etc.)	5	22.7	3	10.0	3	13.6	2	5.4	3	16.7	2	4.5
State conference (Oklahoma Statewide Autism Conference)	1	4.5	5	16.7	1	4.5	4	10.8	0	0.0	4	9.1
Television shows	0	0.0	0	0.0	0	0.0	1	2.7	0	0.0	0	0.0
Training / workshops	5	22.7	10	33.3	4	18.2	14	37.8	4	22.2	20	45.5
Video	1	4.5	1	3.3	1	4.5	0	0.0	1	5.6	0	0.0
Other (please specify)	2	9.1	1	3.3	4	18.2	3	8.1	2	11.1	3	6.8
	On Site BCBA Specialist5 within the College of Education		College Textbooks		On Site BCBA Specialist5 within the College of Education OU Child Study Center parent of child		2 and 1/2 yr training at UCO webinars blogs		On Site BCBA parent of child		2 and 1/2 yr training at UCO webinars my child/his doctor	

Table 33. Primary Sources of Information about ASD: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=29)		Administrator (n=15)		Direct Service (n=26)		Administrator (n=14)		Direct Service (n=12)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Primary Source of Information												
Autism support group (Asperger Mom Network, Autismoklahoma.org, Parents of Autism, etc.)	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0
Books	0	0.0	2	6.9	0	0.0	1	3.8	1	7.1	1	8.3
Employer	0	0.0	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0
Internet	2	13.3	2	6.9	1	6.7	4	15.4	2	14.3	2	16.7
Journal articles	1	6.7	2	6.9	1	6.7	2	7.7	1	7.1	0	0.0
National autism organization (Autism Society of America, Autism Speaks, etc.)	0	0.0	0	0.0	0	0.0	1	3.8	1	7.1	0	0.0
Newspapers/magazines	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Out-of-state conference	1	6.7	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0
Parents	1	6.7	0	0.0	1	6.7	0	0.0	1	7.1	1	8.3
State autism organization (Oklahoma Autism Network, Project PEAK, etc.)	4	26.7	2	6.9	4	26.7	1	3.8	2	14.3	1	8.3
State conference (Oklahoma Statewide Autism Conference)	0	0.0	2	6.9	1	6.7	2	7.7	1	7.1	2	16.7
Television shows	0	0.0	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0
Training / workshops	3	20.0	13	44.8	3	20.0	12	46.2	3	21.4	3	25.0
Video	1	6.7	1	3.4	1	6.7	0	0.0	1	7.1	0	0.0
Other (please specify)	2	13.3	3	10.3	2	13.3	2	7.7	1	7.1	2	16.7
	• Myself • Parent of child		• 2 and 1/2 yr training at UCO • Webinars • College courses		• Myself • Parent of child		• College courses • Colleagues		• Myself		• Webinars • College courses	

Table 34. Additional Services Needed: Administrator and Direct Service Provider.

	Administrator (n=74)		Direct Service (n=175)	
	Response	%	Response	%
Additional Services Needed				
Adult day services	18	24.3	45	25.7
Advocacy alerts regarding state and federal legislation	18	24.3	28	16.0
Advocacy training	24	32.4	42	24.0
Applied behavior analysis (e.g., early intensive behavioral intervention, etc.)	37	50.0	66	37.7
Assistive technology	21	28.4	56	32.0
Audiology	5	6.8	10	5.7
Behavior assessment (functional behavior assessment)	35	47.3	53	30.3
Behavioral intervention	34	45.9	67	38.3
Child care	21	28.4	46	26.3
Counseling/therapy	29	39.2	48	27.4
Crisis intervention	21	28.4	36	20.6
Extended school year (ESY) for students in public school	22	29.7	33	18.9
Family and caregiver training	36	48.6	75	42.9
Family support group	32	43.2	76	43.4
Habilitation training specialist	13	17.6	17	9.7
Job coaching for employment	20	27.0	49	28.0
Medical services	10	13.5	13	7.4
Mental health education for educators	23	31.1	45	25.7
Mental health education for community members	18	24.3	30	17.1
Mental health education for family members	31	41.9	41	23.4
Mental health education for individuals with ASD	24	32.4	45	25.7
Mental health education for youth / young adults	24	32.4	29	16.6
Nutritional counseling / services	14	18.9	21	12.0
Occupational therapy	19	25.7	27	15.4
One-on-one paraprofessional	18	24.3	43	24.6
Orientation and mobility	6	8.1	9	5.1
Peer to peer support recovery group for individuals with ASD	13	17.6	34	19.4
Physical therapy	11	14.9	14	8.0
Psychological services	21	28.4	32	18.3
Recreation	22	29.7	48	27.4
Rehabilitation counseling for employment related skills	17	23.0	25	14.3
Residential treatment	11	14.9	25	14.3
Respite	25	33.8	60	34.3
Screening and diagnosis	21	28.4	37	21.1
Sensory integration training	28	37.8	62	35.4
Social skills training	32	43.2	79	45.1
Social work services in school	21	28.4	43	24.6
Speech therapy	20	27.0	26	14.9
Supported living (in own home, making own choices, support to live as wanted)	29	39.2	44	25.1
Transportation	22	29.7	31	17.7
Vocational training	20	27.0	40	22.9
Other (please specify)	0	0.0	1	0.6

Table 35. Additional Services Needed: Age Served, Infants through Elementary School Aged.

Additional Services Needed	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=29)		Administrator (n=21)		Direct Service (n=34)		Administrator (n=17)		Direct Service (n=41)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Adult day services	4	18.2	5	17.2	3	14.3	10	29.4	3	17.6	9	22.0
Advocacy alerts regarding state and federal legislation	7	31.8	6	20.7	6	28.6	6	17.6	5	29.4	6	14.6
Advocacy training	9	40.9	13	44.8	9	42.9	9	26.5	6	35.3	9	22.0
Applied behavior analysis (e.g., early intensive behavioral intervention, etc.)	13	59.1	15	51.7	13	61.9	16	47.1	9	52.9	16	39.0
Assistive technology	8	36.4	13	44.8	7	33.3	10	29.4	7	41.2	10	24.4
Audiology	3	13.6	2	6.9	3	14.3	2	5.9	3	17.6	2	4.9
Behavior assessment (functional behavior assessment)	11	50.0	11	37.9	9	42.9	9	26.5	8	47.1	14	34.1
Behavioral intervention	9	40.9	15	51.7	8	38.1	14	41.2	6	35.3	18	43.9
Child care	10	45.5	14	48.3	6	28.6	12	35.3	6	35.3	12	29.3
Counseling/therapy	8	36.4	6	20.7	7	33.3	10	29.4	8	47.1	11	26.8
Crisis intervention	6	27.3	4	13.8	4	19.0	9	26.5	4	23.5	9	22.0
Extended school year (ESY) for students in public school	10	45.5	11	37.9	8	38.1	8	23.5	7	41.2	8	19.5
Family and caregiver training	12	54.5	12	41.4	11	52.4	16	47.1	7	41.2	16	39.0
Family support group	12	54.5	10	34.5	11	52.4	17	50.0	6	35.3	19	46.3
Habilitation training specialist	6	27.3	4	13.8	6	28.6	6	17.6	6	35.3	5	12.2
Job coaching for employment	7	31.8	5	17.2	9	42.9	10	29.4	7	41.2	11	26.8
Medical services	7	31.8	2	6.9	4	19.0	4	11.8	3	17.6	5	12.2
Mental health education for educators	10	45.5	7	24.1	11	52.4	8	23.5	8	47.1	11	26.8
Mental health education for community members	8	36.4	5	17.2	8	38.1	6	17.6	6	35.3	7	17.1
Mental health education for family members	10	45.5	9	31.0	10	47.6	9	26.5	8	47.1	10	24.4
Mental health education for individuals with ASD	9	40.9	7	24.1	7	33.3	8	23.5	6	35.3	9	22.0
Mental health education for youth / young adults	9	40.9	3	10.3	8	38.1	6	17.6	6	35.3	7	17.1
Nutritional counseling / services	6	27.3	8	27.6	3	14.3	6	17.6	3	17.6	5	12.2
Occupational therapy	7	31.8	8	27.6	5	23.8	6	17.6	5	29.4	6	14.6
One-on-one paraprofessional	6	27.3	8	27.6	5	23.8	11	32.4	5	29.4	9	22.0
Orientation and mobility	4	18.2	1	3.4	3	14.3	5	14.7	2	11.8	4	9.8
Peer to peer support recovery group for individuals with ASD	7	31.8	7	24.1	7	33.3	9	26.5	6	35.3	9	22.0
Physical therapy	6	27.3	3	10.3	3	14.3	2	5.9	2	11.8	2	4.9
Psychological services	4	18.2	3	10.3	6	28.6	6	17.6	4	23.5	6	14.6

Table 35. (continued) Additional Services Needed: Age Served, Infants through Elementary School Aged.

	Infant and Toddlers Birth through 2 years				Pre-Kindergarten 3 through 5 years				Elementary School Aged 6 through 11 years			
	Administrator (n=22)		Direct Service (n=29)		Administrator (n=21)		Direct Service (n=34)		Administrator (n=17)		Direct Service (n=41)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Recreation	6	27.3	8	27.6	5	23.8	11	32.4	4	23.5	11	26.8
Rehabilitation counseling for employment related skills	5	22.7	6	20.7	6	28.6	7	20.6	7	41.2	9	22.0
Residential treatment	2	9.1	5	17.2	2	9.5	7	20.6	2	11.8	6	14.6
Respite	9	40.9	11	37.9	7	33.3	18	52.9	6	35.3	16	39.0
Screening and diagnosis	7	31.8	11	37.9	7	33.3	11	32.4	5	29.4	9	22.0
Sensory integration training	10	45.5	15	51.7	7	33.3	13	38.2	4	23.5	10	24.4
Social skills training	5	22.7	12	41.4	5	23.8	13	38.2	6	35.3	12	29.3
Social work services in school	6	27.3	5	17.2	5	23.8	9	26.5	4	23.5	8	19.5
Speech therapy	8	36.4	8	27.6	5	23.8	5	14.7	5	29.4	7	17.1
Supported living (in own home, making own choices, support to live as wanted)	9	40.9	5	17.2	10	47.6	9	26.5	8	47.1	9	22.0
Transportation	6	27.3	3	10.3	6	28.6	5	14.7	6	35.3	6	14.6
Vocational training	4	18.2	5	17.2	6	28.6	6	17.6	6	35.3	7	17.1
Other (please specify)	0	0.0	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0

Table 36. Additional Services Needed: Age Served, Middle School Aged through Adult.

Additional Services Needed	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=27)		Administrator (n=15)		Direct Service (n=25)		Administrator (n=14)		Direct Service (n=10)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Adult day services	6	40.0	12	44.4	6	40.0	8	32.0	8	57.1	5	50.0
Advocacy alerts regarding state and federal legislation	5	33.3	8	29.6	5	33.3	6	24.0	8	57.1	4	40.0
Advocacy training	6	40.0	8	29.6	6	40.0	6	24.0	8	57.1	6	60.0
Applied behavior analysis (e.g., early intensive behavioral intervention, etc.)	9	60.0	13	48.1	9	60.0	9	36.0	7	50.0	3	30.0
Assistive technology	7	46.7	8	29.6	7	46.7	8	32.0	7	50.0	3	30.0
Audiology	1	6.7	0	0.0	1	6.7	0	0.0	3	21.4	0	0.0
Behavior assessment (functional behavior assessment)	6	40.0	10	37.0	6	40.0	7	28.0	9	64.3	0	0.0
Behavioral intervention	5	33.3	14	51.9	4	26.7	10	40.0	4	28.6	3	30.0
Child care	3	20.0	8	29.6	3	20.0	5	20.0	5	35.7	1	10.0
Counseling/therapy	8	53.3	7	25.9	7	46.7	5	20.0	7	50.0	1	10.0
Crisis intervention	5	33.3	12	44.4	4	26.7	6	24.0	6	42.9	3	30.0
Extended school year (ESY) for students in public school	4	26.7	5	18.5	4	26.7	4	16.0	6	42.9	2	20.0
Family and caregiver training	6	40.0	12	44.4	6	40.0	8	32.0	8	57.1	3	30.0
Family support group	6	40.0	13	48.1	6	40.0	8	32.0	8	57.1	4	40.0
Habilitation training specialist	7	46.7	5	18.5	6	40.0	3	12.0	6	42.9	1	10.0
Job coaching for employment	5	33.3	11	40.7	6	40.0	14	56.0	8	57.1	4	40.0
Medical services	2	13.3	4	14.8	2	13.3	3	12.0	2	14.3	1	10.0
Mental health education for educators	7	46.7	9	33.3	6	40.0	5	20.0	5	35.7	0	0.0
Mental health education for community members	5	33.3	6	22.2	5	33.3	2	8.0	4	28.6	1	10.0
Mental health education for family members	6	40.0	9	33.3	6	40.0	6	24.0	4	28.6	1	10.0
Mental health education for individuals with ASD	5	33.3	8	29.6	5	33.3	5	20.0	5	35.7	0	0.0
Mental health education for youth / young adults	6	40.0	7	25.9	6	40.0	5	20.0	5	35.7	0	0.0
Nutritional counseling / services	3	20.0	3	11.1	3	20.0	1	4.0	4	28.6	0	0.0
Occupational therapy	4	26.7	6	22.2	3	20.0	3	12.0	4	28.6	0	0.0
One-on-one paraprofessional	3	20.0	10	37.0	4	26.7	5	20.0	4	28.6	1	10.0
Orientation and mobility	1	6.7	3	11.1	1	6.7	3	12.0	2	14.3	3	30.0
Peer to peer support recovery group for individuals with ASD	6	40.0	9	33.3	6	40.0	6	24.0	6	42.9	2	20.0
Physical therapy	1	6.7	3	11.1	1	6.7	1	4.0	3	21.4	0	0.0
Psychological services	5	33.3	4	14.8	5	33.3	4	16.0	7	50.0	1	10.0

Table 36. (continued) Additional Services Needed: Age Served, Middle School Aged through Adult.

	Middle School Aged 12 through 14 years				High School Aged 15 years to graduation				Adult 18 years and older			
	Administrator (n=15)		Direct Service (n=27)		Administrator (n=15)		Direct Service (n=25)		Administrator (n=14)		Direct Service (n=10)	
	Response	%	Response	%	Response	%	Response	%	Response	%	Response	%
Recreation	5	33.3	7	25.9	5	33.3	7	28.0	9	64.3	3	30.0
Rehabilitation counseling for employment related skills	7	46.7	7	25.9	6	40.0	8	32.0	8	57.1	3	30.0
Residential treatment	3	20.0	7	25.9	3	20.0	4	16.0	4	28.6	2	20.0
Respite	6	40.0	16	59.3	6	40.0	9	36.0	5	35.7	3	30.0
Screening and diagnosis	3	20.0	8	29.6	3	20.0	4	16.0	4	28.6	1	10.0
Sensory integration training	3	20.0	12	44.4	4	26.7	9	36.0	6	42.9	2	20.0
Social skills training	6	40.0	13	48.1	7	46.7	9	36.0	8	57.1	5	50.0
Social work services in school	7	46.7	8	29.6	8	53.3	5	20.0	7	50.0	3	30.0
Speech therapy	4	26.7	7	25.9	4	26.7	3	12.0	5	35.7	1	10.0
Supported living (in own home, making own choices, support to live as wanted)	10	66.7	11	40.7	10	66.7	9	36.0	9	64.3	4	40.0
Transportation	5	33.3	6	22.2	6	40.0	4	16.0	7	50.0	2	20.0
Vocational training	7	46.7	9	33.3	7	46.7	10	40.0	7	50.0	2	20.0
Other (please specify)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	No comments		No comments		No comments		No comments		No comments		No comments	

Table 37. Strengths.

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
Attitudes								
Christian focus on love, patience, and doing what is right for child NOT what "get's us by" or what is required by government.		X	X	X				
Commitment to learning about and serving the needs of individuals with ASD	X		X	X	X	X	X	X
Compassion toward individuals with ASD.		X						X
Desire to do what is the very best for our students.		X				X		
Good team approach, amazing paras, inclusive, always wanted to improve our skills		X						
Individualized, outside of the box thinking, passionate minds and hearts! Love of these kiddos!!!		X	X	X	X			
Open door to welcome this demographic and working with families to help ensure the success of the child.	X			X	X			
Open to new things. We only serve a few students with ASD, but these numbers will grow.		X	X	X	X	X		
Our special ed staff does a great job of working with student with autism	X							
Piedmont's Director of Special Services is a strong advocate for students with ASD		X					X	
Special Education Director, Administration and teachers that care about our students.		X				X	X	
The employees at my agency are willing to learn and research.		X	X		X	X	X	
The majority of teachers and staff try to find out the best intervention for each child and implement it. We also continue searching when one strategy does not work.		X			X	X		
The willingness for administrators to work with us		X				X	X	
Time and patience	X							X
We are a small district and, in my opinion, we are able to provide a more personal relationship with individuals and families with ASD.		X					X	
We have a heart for all children regardless of needs. We embrace each child and love them. We have gentle responses to needs.	X			X	X			
We love our job and want to be the best at what we do.		X					X	
Willing to seek new information, caring, dedicated to helping		X	X	X	X	X	X	
Willingness to learn, adult/school support, determination, acceptance (in all school settings)	X				X			
Communication and Collaboration with Parents								
Communication with parents and a consistent program with an available range of service providers	X				X	X		
Heavy parent education component, working within an individual's natural environment.		X						
In the schools, teams. The classroom teacher, special education teacher, SLP, OT, PT, para, principal, vice principal, counselor, student, and caregiver/parent all work together as a team.		X			X	X		
Parent and School Collaboration	X							
Parent and school personnel communication		X			X			
Parental involvement		X	X					

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
We work closely with parents an try to get information to help with their child from outside resources usually Tulsa county nothing in Sapulpa		X	X					
Work closely with the parents and transitioning agency and school district in supporting the needs of the child	X			X				
Working with the families of ASD to provide the best educational goals for the student.		X			X	X	X	
Works well with parents and the child. Open communication and working together	X				X			

Environment

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
Classrooms that support students by educating staff and by separating kids with severe behaviors to have the interventions they need. Providing Gross Motor Rooms for Students with ASD.		X			X			
COMMUNITY BASED INSTRUCTION		X					X	
Full inclusion is the norm		X			X			
Have ASD classes in public school		X					X	
Home based program		X	X					
I work for a co-op and some of our schools have entire classrooms dedicated to students with ASD.		X				X		X
Inclusion		X					X	
Inclusion and early intervention	X		X	X				
Inclusive practices, pursuing additional training for leadership, visual strategies, Teaching Pyramid Model	X		X	X				
Mainstreamed program		X					X	
Our students attend their home school and interact with neighborhood peers.	X							
Providing good inclusion support. We keep them in the gen ed classroom full-time with support.	X			X	X			
Small learning environment and supportive	X				X	X	X	
Students with ASD are served in smaller educational settings to provide more one on one training.		X			X			
Work with caregivers in their routines with their family	X		X					

Expertise

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
All three of the teachers who work with ASD students have completed either the Autism Registry Training or are certified Mild/Moderate.	X			X	X	X	X	
Because of the high numbers of ASD here, our staff at the elem level has been "baptized by fire" so to speak for the past 10 years. They are awesome. After elem, the skills tend to taper off.		X					X	
Family members with autism, invested in progress of students.		X		X	X	X		
I as the FSP have a child with ASD so that helps me understand clients		X				X		
I have a person who used to be a para working with my 2 Autistic children. She is amazing!	X				X			
Individuals that have been trained effectively in ASD.		X		X	X	X	X	X
Longevity of staff	X		X					
Our program location has one highly trained person that others use as a resource.		X	X					
Our Special Services Director tries to obtain everything we need for in-school support in all areas of need.		X					X	

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
Peer support		X		X	X			
Peer support, programs available		X		X	X			
Several staff have direct experience as parents of children with ASD	X			X	X	X	X	
Several trained in stat		X	X					
Support		X			X			
The SoonerStart staff overall has a great knowledge base, awareness, and identification of individuals with ASD.		X	X					
There are several people that work with children with ASD that have a lot of experience.		X			X			
Training often, willing to try new things		X			X	X	X	
Training provided by local trained professionals		X			X			
We are a university clinic that serves pediatrics. We have some clients on the spectrum. Faculty are equipped to instruct students in the topics on this survey, both through knowledge of the topics and through the abilities to research what isn't known in order to present to student current information according to EBP.	X							
We have a disabilities manager that provide us with resources	X		X	X				
We have an autism specialist employed by the school.	X							
We have an Autism Specialist in our group that keeps us updated on the latest developments in individuals with ASD and organized ADOS-2 assignments		X		X	X			
We have special SLPs that are highly trained in autism and alternative communication techniques that we rely and count on for support in our daily activities and therapies.		X			X	X	X	
We serve a wide range of ages & have several therapists with lots of expertise in ASD		X	X		X	X	X	X
We utilize the DDSD unit at DHS, as well as the counselors and therapists we work with for assistance.		X	X	X	X	X	X	
We work as a team to determine what is best for each individual child.		X		X	X			
Professional Development								
Educational resources are available. Training is offered.		X						
My district provides professional development for our sites at the start of each school year regarding ASD and other IEP related disabilities. I was the presenter the last two years for our building. My specific building provides a wide range of IEP service delivery options allowing students with ASD to have the least restrictive learning environment possible.		X				X		
Provides time to go to training		X					X	
Provides training for staff	X							
The district allows for travel to receive training opportunities when they are available. The participants are encouraged to share the information from the trainings with the staff during professional development settings.		X		X	X			
The willingness to try multiple strategies. Support from the administration for professional development opportunities.		X		X	X			
Willing to send employees to professional development training		X		X	X	X	X	
Services								
A variety of accommodations and services attempted		X	X	X				
Clinic provides Quality developmental evaluations and variety of interventions specific to ASD issues	X		X	X	X	X	X	X

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
Creates an individualized plan specific to the unique needs of the child/family; access to AutismPRO software	X		X					
Currently developing new sensory groups to give individuals with autism a chance to take a break from work in calming environment	X							X
Currently have a high school transition programs in several communities/provide residental and employment services for over 50 years	X							X
Early screening for ASD	X		X					
Help significantly reduce problem behaviors and provide gap from residential to returning school district	X				X	X	X	
I infuse ASD specific info within formal courses: Developmental Delays, Families, & Literacy, Language, & Communication. Instructional strategies that are effective cover the spectrum.	X		X					
Incidental teaching / Understanding of Sensory integration / ABA / Video Modeling / Social Skills Training	X						X	X
Individualized approach, low student/teacher ratios	X			X				
Individualized, family-valued OT evaluation and treatment, coordination/cooperation with others involved in child's care e.g. parents, school personnel, siblings, and a variety of resources		X	X		X			
Individuals can use their health insurance for counseling of ASD issues.		X			X			
Making one-on-one staff available to those in need, administrative support		X				X		
Mental health services for children and families		X	X	X	X	X	X	
Offered a play Alt therapy for all providers		X		X				
Offers diagnostic testing for autism, discrete trial training, individual social skills training, access to OT/PT/speech therapy		X			X			
Oklahoma Autism Network		X						X
Only clinic and training center that uses Son-Rise approach to play therapy and specializes in autism disorders	X		X	X	X	X		X
Our private school is focused exclusively on the needs of individuals with autism and their families.	X				X	X	X	X
Our program offers an onsite counseling and OT collaboration as well as	X			X	X			
Providing social and workplace training and placement after graduation	X						X	X
Providing technology		X					X	
Screening, sensory, speech/language	X		X					
Several unique programs		X	X	X	X	X	X	X
Social skills training, sensory integration training, family support for carryover of skills, emphasis on communication.		X	X	X				
Son-Rise program, the Griffin Promise , broken Arrow		X	X					
Starting transitional services for teens/adults with unique reward strategy		X			X	X	X	
Strong ABA program	X				X	X		
Strong early childhood Autism program.	X			X				
Supplies, assistance from AT team, TEACCH training		X			X	X	X	
Therapist onsite using a trans-disciplinary approach to serving individuals with ASD. Including SLP, OT, AT, VI, PT, certified special education teacher.	X		X	X				

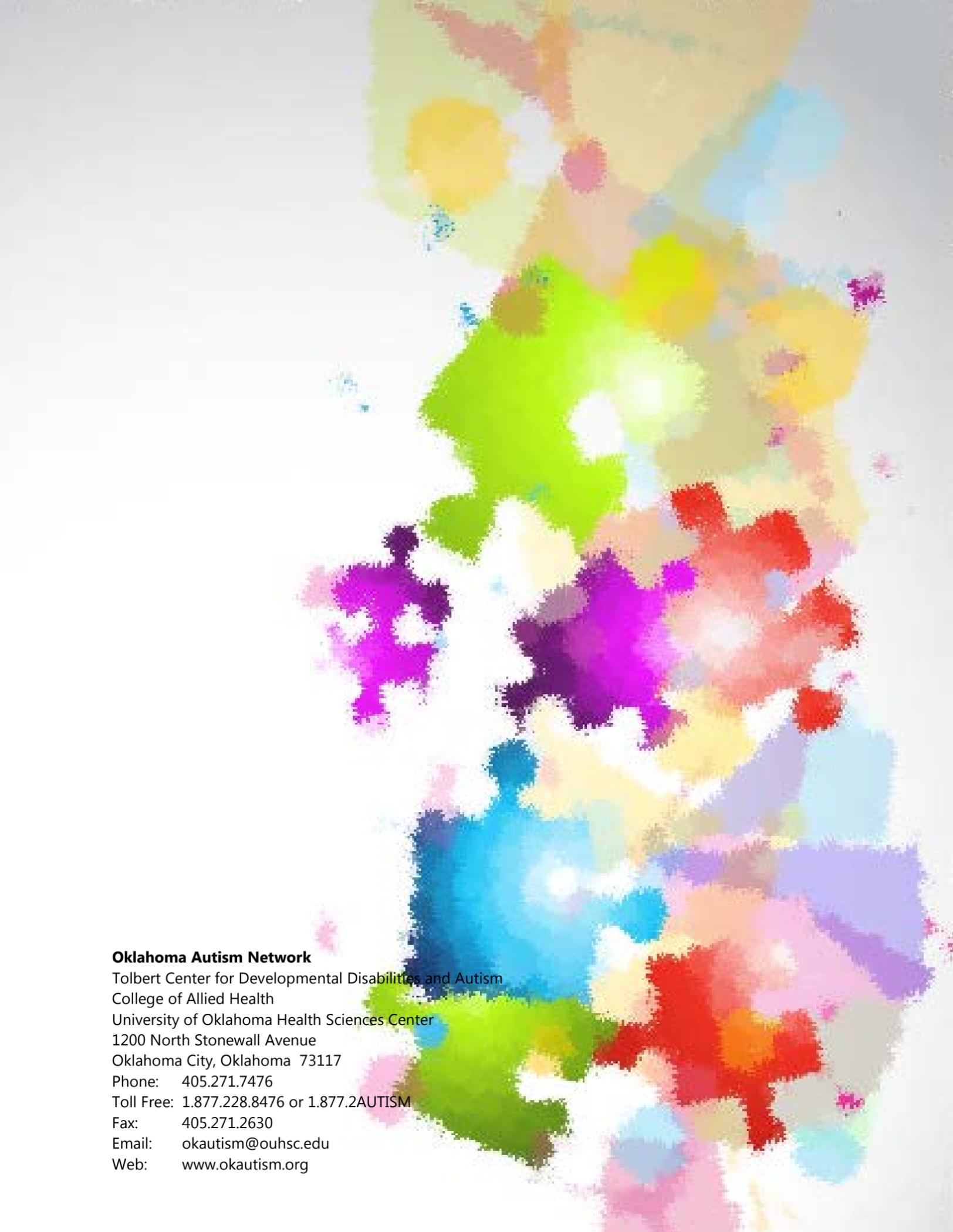|	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
They are providing services		X	X	X	X			
Use of ABA to change behaviors		X		X	X	X		X
Use of visual systems, administrative support, teamwork amongst staff		X		X	X			
Uses autism pro, mchat		X	X					
We are able to provide realistic work experiences in different departments in the hospital that help the individual understand what he or she might have interests and strengths in. The individual also is provided opportunities to learn how to work with others and learn the "rules of the road" in a work environment.		X						X
We are the only program in the Nation that is currently using Gamification to develop social skills for those on the spectrum.	X					X	X	X
We do very well at assessment for individuals with ASD	X			X		X	X	X
We go into homes and daycare to train the caregivers on what they can do as "therapy" on their own. We get to work with the EI group and see quicker more drastic results (with the participation of family). We are able to educate the family that is sometimes in denial when first screened and/or diagnosed with ASD.		X	X					
We help with daily living, vocational, and behavioral for adults and help them become more independent.	X							X
We offer a variety of therapies for children with ASD		X						
We offer behavioral health services to individuals and their families with ASD>		X		X	X	X	X	
We provide district specific autism programs for PK-High school	X			X	X	X	X	X
We provide many supports, PECS, individualized programs, technology, behavioral plans etc.		X		X				
We work with mainly children 0 to 3 years of age and see mostly families involved with DHS. I see approximately 8 children a week with ASD.		X		X	X	X		
Weaknesses								
At the moment my district isn't providing much support to my program, my students or their families.		X				X		
For the most part, help is only given if pressed.		X		X				
I don't think they do		X					X	
It is very limited.	X							
My district has little to no strength serving individuals with ASD or any other disabilities		X						
N/A		X		X		X		
None		X		X	X			
None.....		X		X				
Not much, but the student is on high priority list to being accepted in the program		X				X		
Not sure we have strengths		X					X	
The services we provide in our agency are very basic, and the services in this town are slim.		X		X	X			
Unfortunately we are not as strong as we need to be due to lack of training for management and teaching staff. We do serve children on the ASD but I feel we need more education to be more effective the child and the parents		X	X	X	X	X	X	
Very limited		X		X	X			

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
We have been doing this a long time and have a lot of practical experience.		X	X					
Weak		X				X	X	

Table 38. Other Comments.

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
Factors Affecting Participation								
Communication could be distributed to schools to promote training. We do not receive anything currently.	X							X
I really would like to see workshops locally to educate schools, parents, and mental health professionals (counselors).	X				X	X		
I would love the opportunity to attend trainings closer to my home or on-line.		X		X	X			
Not just in the OKC area		X	X	X	X	X	X	X
Training in various locations, not just the 2 major cities.		X	X					
We need more trainings closer to our county (i.e. Tulsa)		X						
1-2 day training would be beneficial.		X						X
I am more likely to attend at a time that do not need to take a day off from work as I prefer to be with my students when school is in session.		X					X	
October is a much better month for scheduling training and the State autism conference than November.	X		X					
Training places a significant burden on agencies, particularly in this era of increased productivity requirements and billing needs	X		X	X	X	X	X	X
Professional Development Avenues								
I would like smaller group trainings with specific, hands on, instructional methods to treat those with ASD.		X	X					
Make it hands on and easy to implement	X				X	X	X	
Professional Development by Age Specific Groups								
Increase secondary education training. Most of the training that I have received deals with elementary. This has been a big problem.		X				X	X	
Would love more information on early intervention. Most conferences tend to focus on older children. We need to know what to do early on.		X	X	X				
Would love to have resources for the 0-3 age for Autism disorders in these ages I work with specifically		X	X					
Professional Development Topics								
A community based meeting where you outline the resources in that community or close to it would be helpful.		X		X	X			
A good reinforcement assessment is the one factor that has best helped me with an individual with autism.	X							X
Autism is so broad, no 2 people with autism are alike. Our staff needs to be trained with this fact in mind. So many different approaches are offered and the more training the better. Knowledge is power. I want our direct care staff to be informed and educated on various topics.	X							X
Best and most used assessment tools		X		X	X			
I do investigations often involving young children who are on the spectrum. I would like training to assess levels of the spectrum i.e. Asperger's as opposed to the opposite end of the spectrum.		X		X	X	X		
It would be great to develop a marketing strategy to educate and involve business leaders and employers in assisting individuals with ASD find meaningful employment.		X						X
Managing aggressive behavior in students with ASD that are non-verbal	X							

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
MORE ONE ON ONE ASSISTANCE WITH NON VERBAL AND WITH BEHAVIOR PROBLEMS		X					X	
More specific trainings that deal with levels of function.		X			X	X		
Our current biggest need is helping youth transition out of the public schools into the workforce	X		X	X	X	X	X	X
Our program is hosting an onsite TPOT (Teaching Pyramid Observation Tool) training that assesses classrooms and teaching practices around behavior management, which is a strong indicator of success in an ECE program for children with ASD.	X		X	X				
Para and teacher time to attend training either in house or outside that focus on functional communication		X	X	X	X			
Students must have the opportunity to directly apply their knowledge. We have tutoring, and four levels of practicum required. Teaching theory and recommended practices as a training session is useless without providing students opportunities for practice (mentored or coached) with ASD and their families.	X		X					
There is a lot of need in families and homes to handle escalating behavior issues while the child is small and moldable. They learn to give into tantrums, perpetuating the problem behaviors.		X	X					
Professionals Who Would Benefit from Professional Development								
Across-the-board training for all in contact, especially admin.		X					X	
Child care providers need to be taught how to work with children with disabilities- including ASD. The major problem we face is Oklahoma DHS Child Care Licensing. Centers are written up for serious violations in supervision when a child bites, hits, or even exhibits any "non-typical" behavior. Other parents don't seem to want their children around others with disabilities. It is discriminatory - but DHS makes it possible by citing centers when another parent complains. DHS Licensing is ignorant about ASD and disabilities in general and continues to exhibit this by placing all children in one behavior category. Centers are terrified to enroll children with ASD's because licensing and the media clearly do not understand the 50% elopement risk. We are group care and not individual care. These children deserve great centers and we can provide that level of care but not without DHS licensing improving agency wide.	X		X	X	X			
General ed teachers need training desperately		X						
I find that GE teachers and Admin are ones Most in need of training as they have no actual concept of ASD needs		X					X	
I think that emergency personal should be trained more on ASD individual.	X				X	X		
Increased hours of required training for individuals who work with these children daily		X	X	X	X			
Many times, regular classroom teachers, paraprofessionals, and other school staff have had no training. Also, parents are sometimes in need of training and support.		X					X	
Needs to be available to general education teachers as much as possible.		X		X	X	X	X	
Paras need more training, not because they aren't knowledgeable, but because they are good and can take it to the next level. Training is expensive and the school provides minimal training, due to expense.		X		X	X			
Schools in our county need lots of help with ASD. They are not equipped with tools or trained people to work with them.	X				X			X
Teachers need to be required to take so many hours of training per year in ASD		X		X	X	X	X	X
We know just a little about how to interact and work with people that have Autism. It needs to be more accessible for everyone.	X							X

	Admin	Direct Service	Birth through 2 years	3 through 5 years	6 through 11 years	12 through 14 years	15 to Graduation	18 years and older
General Comments								
Any training would be nice		X		X				
Broken arrow Son-Rise		X	X					
I appreciate you working to better educate our state with resources regarding ASD!!!		X	X	X				
I often encounter parents/care givers requesting counseling services for their child with ASD, which can be difficult to arrange. CREOK seems to be the ONLY services available, which means they meet 1-2x's a month and usually with a group.		X				X	X	X
I think ongoing training would be excellent		X		X	X	X		
I will take all the training I could take.		X				X		
Our community and schools need to embrace ASD instead of trying to make the families move out of town		X		X	X			
We have a large staff. It is difficult to find good, accessible training for them. We have staff training every month, but I don't feel like we are making the best use of this time. We have 3 teachers, 3 therapists, and about 25 paraprofessionals who all need more consistent training. I would love help in coming up with a training program that would cover all the basics new staff needs as well as more in depth training for returning staff members.	X			X	X	X	X	X
We have a strong ASD preschool program.	X		X	X	X	X	X	

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