



Rethink Autism:

“Web-based Educational Treatment Solutions for Autism Assessment, Training, Curriculum & Data Tracking”

Presented by
Joseph Viskochil
University of Utah
April 24, 2013

Superheroes Social Skills Training, Rethink Autism Internet Intervention, Parent Training, Evidence-based Practices Classroom Training, Functional Behavior Assessment: An Autism Spectrum Disorder, Evidence-based Practices Training Track for School Psychologists

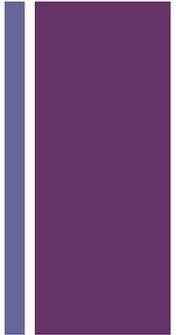
US Office of Education 84.325K
H325K12306

Drs. W.R. Jenson, E.L. Clark, & J. Hood



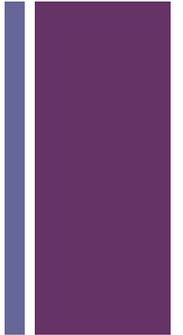
Presentation Overview

- What is Rethink Autism?
- Implementation
- Evaluation
- Tutorial
- Rethink at the University of Utah





Disclaimer



All content herein depicting or describing Rethink Autism ®, the Rethink Autism website, or the Rethink Autism program, either in full or as a component of Rethink Autism, is copyright protected. The purpose of the current use of this content is educational in nature and not intended for any treatment or diagnostic purposes. With the exception of direct quotes, the content of this presentation has been constructed in the opinions of the author, Joseph Viskochil, and has been neither reviewed nor endorsed by Rethink Autism. Any persons using the content of this presentation beyond educational pursuits may be subject to legal action.



Web-based Educational Treatment Solutions for Autism Assessment, Training, Curriculum & Data Tracking



The **first** and **only** autism curriculum aligned with the
Common Core State Standards

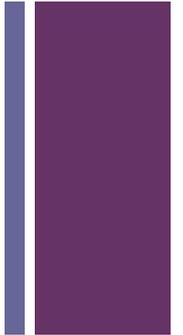
[Subscribe Now!](#)

[Schools & Organizations](#)
Learn more

[Parents & Caregivers](#)
Learn more



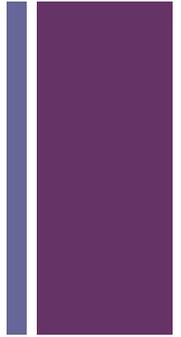
Rethink Autism: Mission



“Offering parents and professionals immediate access to effective and affordable Applied Behavior Analysis-based treatment tools for the growing population affected by autism spectrum disorder.”



Rethink Autism: Goals



“To improve access to effective, affordable treatment by providing parents and teachers with a state-of-the-art, easy-to-follow, web-based curriculum and proven teaching tools.”

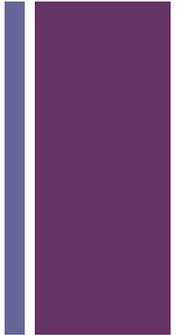


rethink autism

THE FIRST CHOICE OF PROFESSIONAL EDUCATORS



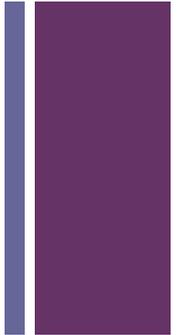
Rethink Autism: Beliefs



- Everyone should have access to effective intervention.
- Every parent and teacher can make a difference.
- Every child can learn.
- Interventions based on applied behavior analysis are the most effective.



Rethink Features: About Autism



- Early signs
- Glossary
- Coping
- Schools and SPED
- Treatment
- Getting diagnosed
- CDC reports
- What is ABA?
- What is autism?
- Resources



About Autism

- What is Autism?
- Early Signs
- Getting Diagnosed
- Treatment
- What is ABA?
- Coping
- Schools**
- Your Rights
- Child 0-3
- Child 3+
- What is IEP?
- Glossary
- Resources

E-mail this Print

Working with Your School District
 From the experience of a parent with a child on the spectrum

Like all parents, you want your child to receive the best possible education — one that meets your child's unique needs. Finding an appropriate placement however can be challenging. But there is much you can do to make sure your child gets the education he or she needs — and is entitled to.

The Challenges

If your child is three or older, educational and related services will be provided by your local school district. They will evaluate your child and work with you to plan his or her educational plan. Each child with ASD has unique academic strengths and needs. This means a "good education" can be hard to define, and will vary depending on the child and the school district. Many school districts will have the experience, commitment, staff and resources to meet your child's individual needs. But, some districts lack the funding and/or services required to appropriately educate children with ASD.

Also there is no "gold standard" for autism education. Services and programs can differ from district to district, and may change when new trends come or special education directors go. Children may be handed a mixed bag, instead of the curriculum that's right for them.

But take heart. You don't have to accept what's not in the best interest of your child. Many parents before you have been successful in getting their kids exactly what they needed. Read on to find out how.

What You Can Do

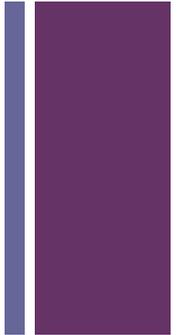
You know your child better than anyone else and have his or her best interests at heart. It's up to you to take an active role in planning your child's education.

Flex Your Parental Rights

You have power as a parent to influence the educational decisions being made for your child. The Individuals with Disabilities Education Act (IDEA) guarantees that the state will provide your child with a free and appropriate education that meets his or her unique needs. It also gives parents an equal say in determining the curriculum and services that are right



Rethink Features: About Us



Why rethink autism?

Who we are

Pricing

How it works

Testimonials

Our program

Advisory board

Our mission

In the media



how it works

Rethink Autism is an effective, affordable, and easy-to-use Applied Behavior Analysis (ABA)-based online service that puts you in control of your child's treatment now.

science-based



Supported by over 50 years of research, interventions based on Applied Behavior Analysis have the MOST scientific evidence supporting their effectiveness.

ABA is so effective that it has been recommended by

- the American Academy of Pediatrics,
- the New York State Department of Health, and
- the United States Surgeon General.

assess

customize



Fill out a brief skills checklist, and rethink Autism creates an individualized ABA-based learning plan for your child.

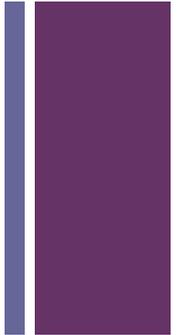
adapt



As your child learns new skills, our platform automatically adds new lessons to his or her customized curriculum.



Rethink Features: Community



Mailing lists

News

Q & A

Webinars

Seminars

Tip of the week

In the media



Community

Whether you are looking to find information or share experiences, our community is here for you. Ask and answer questions, join or start a group, and communicate with others who share similar challenges. (disclaimer)



Questions & Answers

Not sure what to do? Interested in learning how other people dealt in similar situations? Submit your questions, browse through answers and contribute from your experience to our whole community.

Latest Question

Oppositional behavior.

[Answer this Question >](#)

[Read all Questions >](#)

Tip of the Week



Practical daily living advice and teaching strategies from the clinicians at rethink autism.

[View Tips >](#)



Free Webinars

Learn from leaders in the field of autism education and research.

[View Webinars >](#)



Autism News

Autism Tip: Teach Your Child How to Play!

Play is an important way for children to learn many cognitive, motor, language and social skills. Children with...

[Read More >](#)



Who is Rethink?

Leadership

- Daniel Etra
 - Chief executive officer
- Eran Rosenthal
 - President
 - Chief operations officer
- Jamie Pagliero
 - Vice President
 - Chief learning officer
- Bridget Taylor
 - Senior Clinical Advisor

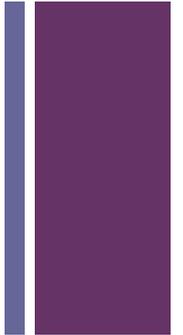
Scientific Advisory Panel

- Bridget Taylor, Psy.D., BCBA
- Fred Volkmer, MD
- Peter Gerhardt, Ed.D.
- Catherine Lord, Ph.D.
- Louis Vismara, MD
- Patricia Wright, Ph.D., MPH
- Maurice Feldman, Ph.D., BCBA-D
- Nicolette Brigham, Ph.D.
- William Jenson, Ph.D.





Rethink Model: Components



- Core foundation of ABA principles and Discrete Trail Training
 - Combination of academic and adaptive skills
 - Concurrent system for FBA of maladaptive and problem behavior
 - Hope for generalization to more complex behaviors
- Video Modeling and Supervision for Parent and Staff Training
- Progress Monitoring and Data Tracking to Inform Decisions
- IEP Builder
 - Incorporates Rethink goals and lessons into IEP



Two Programs of Rethink

Parents and Caregivers

- Home based
- Brief skills assessment
- Select individual lessons
- Learn ABA principles
- Graph child's data
- Build IEP goals

Professionals, and Organizations

- Online assessment
- Generate individual plans
- Train staff in ABA
- Ongoing data tracking
- Multi-site collaboration
- District analytics





Pricing

	1 month	3 months	12 months
1 child	\$89 a month	\$79 a month	\$59 a month
2 children	\$160 a month	\$142 a month	\$106 a month
3 children	\$225 a month	\$201 a month	\$150 a month

* Add \$25/month if you want Professional Curriculum Support

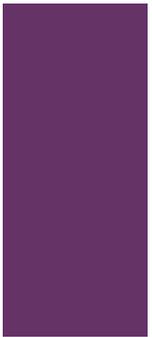
Benefits of Membership

Effective, Affordable, Easy to use autism treatment platform

- Individualized ABA-based curriculum for your child
- Hundreds of step-by-step video lessons
- Training videos show you how to teach using ABA
- Automated curriculum management
- Progress tracking and data management
- Online professional support

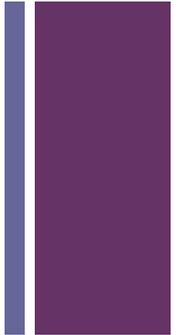


Subscribe Now





Supervision Services



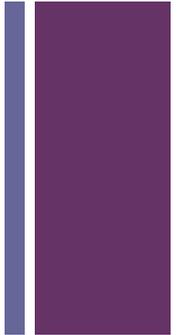
- BCBA Supervision
 - For those pursuing BCBA degrees
 - Staff training center

- Schools and Organization Supervision
 - Team to team support
 - Functional behavior assessment and behavioral intervention plan
 - Educational development and consultation

- Parents and Caregiver Supervision
 - Problem behavior assessment and treatment
 - Family support



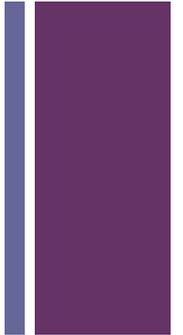
Rethink: Benefits



- Digital format is more effective
 - More people in more diverse geographic locations
 - Quicker dissemination from research-base to classroom
- Parents are directly involved
 - Not limited by services available in the school or privately funded
 - Parents are best experts on their child, know what behaviors are culturally and personally relevant and can match to common core
- Cost effective compared to service estimates in Utah
 - 2 day ABA parent training: \$1200.00
 - Biweekly consultation: \$480.00 per month
 - Rethink Autism: < \$100.00 per month (per one child)



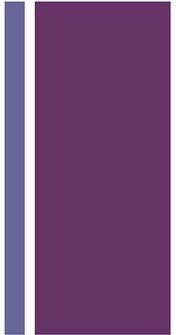
Rethink: Implementation



- Brief skills assessment
- Selection of comprehensive and individualized curriculum
- 1200 dynamic teaching videos
- Video modeling used to teach ABA skills
- Computer based instruction
- Data tracking and illustrated progress monitoring
- Adaptive decision making points
- Web-based functional behavior assessment and behavioral intervention plan



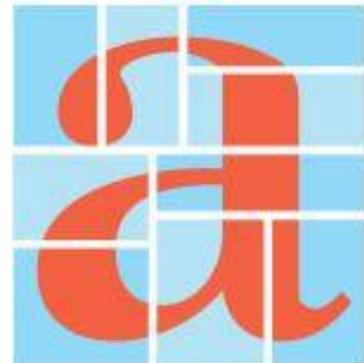
Rethink's Curriculum



- Pre-Academic
- Academic
- Expressive Language
- Receptive Language
- Daily Living Skills
- Motor Skills
- Play and Leisure
- Social/Emotional

*Developed and reflective of the 2001
National Research Council Standards*

rethink  autism





Pre-Academic

Attending

Basic:

Making eye contact.

Imitation

Basic:

Imitating sounds.

Matching

Basic:

Matching colors.



Academic

Math

Basic:

Counting objects from a set.

Reading/Writing

Basic:

Sequencing letters.

School Readiness

Basic:

Singing with a group.



Expressive Language

Labeling & Summarizing

Basic:

Speech & Grammar

Basic:

Singular & plural.

Verbal Interaction

Basic:

Making requests.



Receptive Language

Identification

Basic:

Identifying familiar people in pictures.

Intermediate:

Identifying same & different.

Advanced:

Identifying what's wrong.

Instruction Following

Basic:

Demonstrating verbs.

Intermediate:

Locating objects in a room.

Advanced:

Following multi-step instructions.

Grammar

Basic:

Identifying singular & plural.

Intermediate:

Following instructions with negatives.

Advanced:

Identifying verb tense in pictures.



Daily Living Skills

Household

Basic:

Cleaning up toys.

Pre-Vocational

Basic:

Preparing a snack.

Self-Care

Basic:

Toileting.



Motor Skills

Fine

Basic:

Imitating actions with objects.

Oral

Basic:

Closing mouth.

Gross

Basic:

Imitating motor movements.



Play/Leisure

Independent

Basic:

Completing puzzles.

Group

Basic:

Taking turns.

Pretend

Basic:

Engaging in pretend actions.



Social/Emotional

Interacting with Others

Basic:

Initiating joint attention.

Intermediate:

Reciprocating comments with a peer.

Advanced:

Making inferences in dialogue.

Tolerance & Cooperation

Basic:

Cooperating when waiting.

Intermediate:

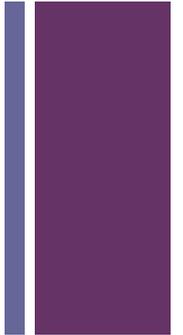
Tolerating non-preferred items.

Advanced:

Preparing for a haircut.



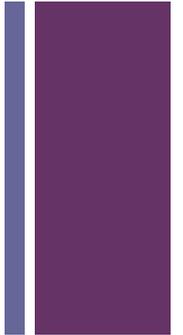
Rethink Lessons Structure



- 1) Objective
- 2) Supplies
- 3) Teaching Steps
- 4) Next Steps
- 5) Generalization
- 6) Exercise
- 7) Error correction
- 8) Prompting
- 9) Troubleshoot
- 10) Helpful hints
- 11) Sample Skills
- 12) Review



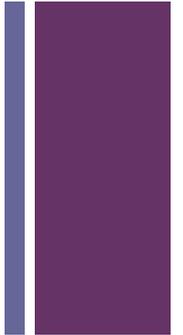
Data and progress monitoring



- Mastery criteria: 5 trials, 90% accuracy over two sessions for successful skill acquisition
- Conducted based on 5 trial blocks
 - Student passes all 5 initial trials → 100% and end session
 - Another session must be passed at least 3 hours later
 - Student fails 1 trial → provide additional 5 trials (total=10)
 - Student passes 9 of 10 → 90% and end session
 - Student fails 2 or more trials → return to teaching sessions
- Data is uploaded to Rethink website, returns progress monitoring illustrated graph



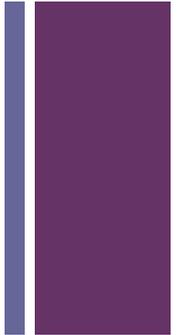
Barriers to Implementation



- ABA is overwhelming
 - Need pre-service and in-service training
- Miscommunications between family and service provider
- Understanding the data collection process
- Undocumented modification and adaptation of Rethink
- Accessing and using full materials
- Not aligned with parents' goals or mastery criteria
- Attrition and motivation



Evaluation of Rethink



- Large research base for components of Rethink Autism
 - ABA, Incidental teaching, Parent training, video modeling
- Anecdotal evidence
 - Winner of CODiE award 2011 and 2012: Best Instructional Solution for a Special Needs Population
 - Better Business Bureau accredited
 - Testimonials
- No peer reviewed empirical evaluation of Rethink





Testimonials

“This website is a pretty amazing tool for helping families get access to some ABA therapies without all of the usual cost and it keeps families informed and involved.”

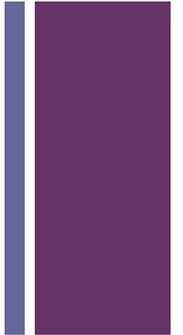
“The website really helps devise an individual plan for each child. As you pick goals through the website there is an ability to track data, follow progress, make schedules, and communicate with other members of a child's team.”





Testimonials

“Last week I realized there was something you really helped us with that we have seen positive progress on. Once we started simplifying the command he started coming out of the car much better within a few days and after about a week I didn't need my daughter to get him out of the car. He even got out of the car at the doctor's office (he hates that place). So thank you for that!”

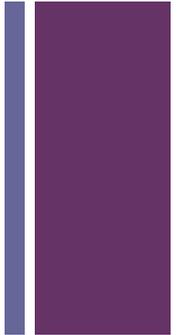




Dissertation: Jennifer Cardinal

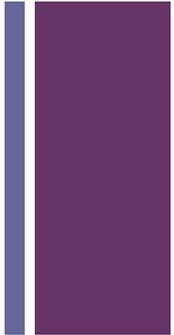
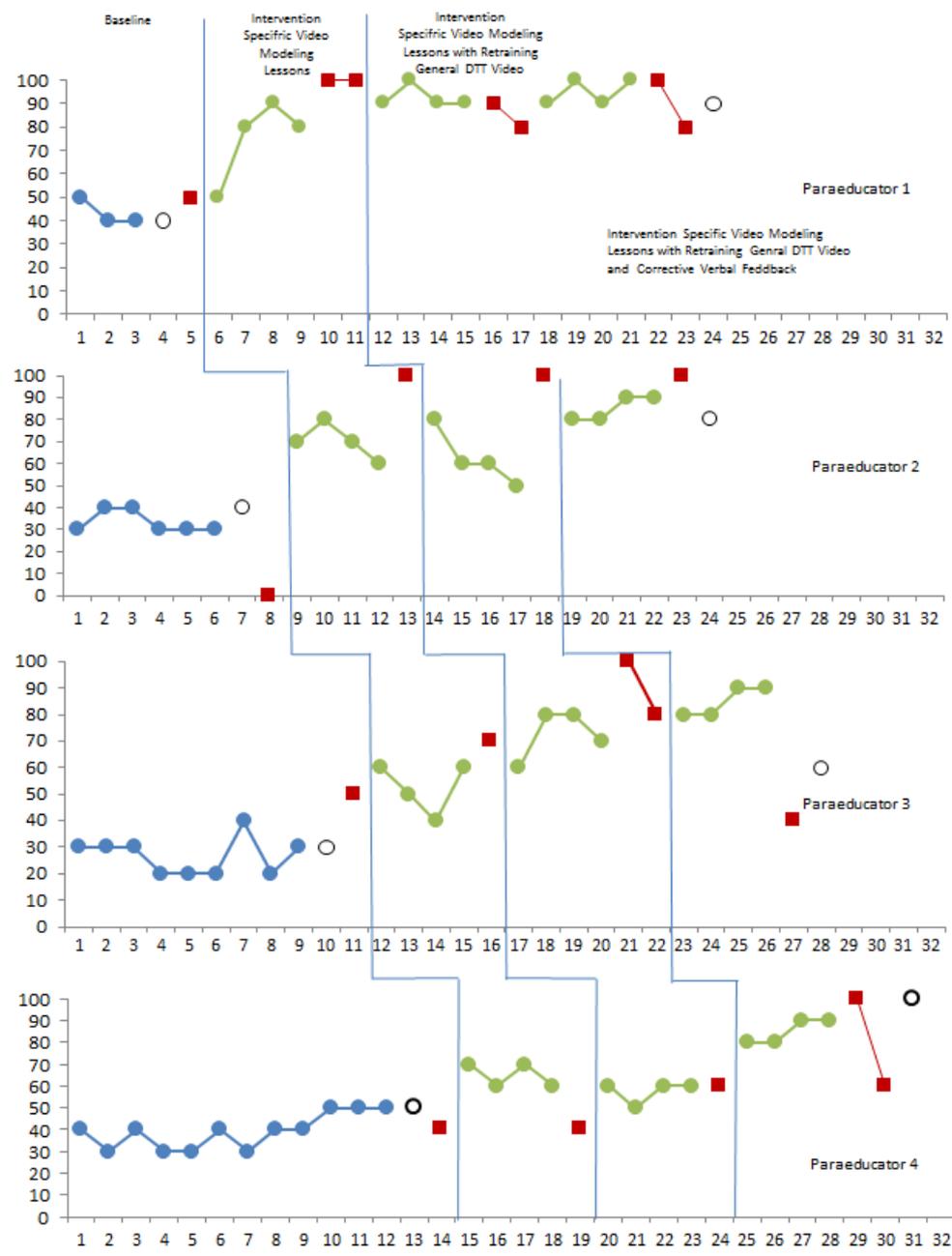
Rethink Autism: Effectiveness of web-based applied behavior video modeling program on the performance of para-educators and students with autism spectrum disorder (2011).

- Purpose: Examine effectiveness of Rethink autism with para-educators and children with ASD
 - Effectiveness of video modeling on para-educators ABA teaching
 - Student response and skill acquisition of rethink curriculum
 - Student generalization of skill to non-rethink curriculum
- Method: Multiple-baseline with generalization probes
 - Midsize charter school in urban area; 4 para-educators; 4 students
 - Baseline: Rethink lessons with existing skill set/materials; pretest
 - Intervention: Staggered Rethink teaching lessons (12 step)
 - Posttest: Single session of novel Rethink lesson



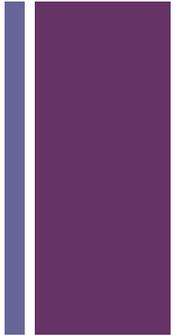


Results: Progress Monitoring

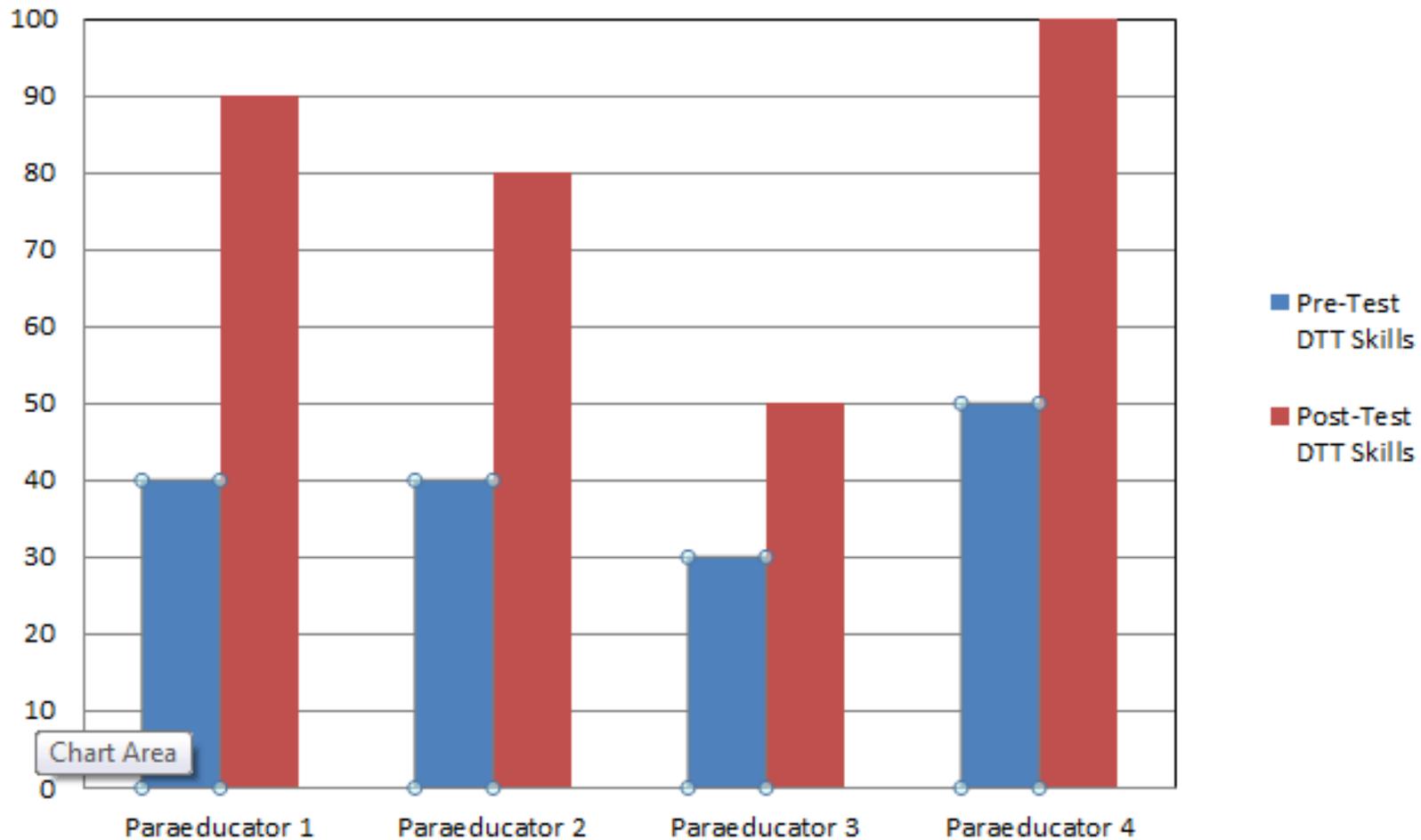




Results: Generalization

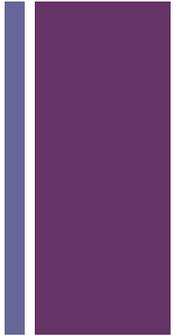


Generalization





Dissertation: Jennifer Cardinal



■ Results

- Effective in increasing trainer use of ABA skills
- Students showed increase in skill, but not consistently
- Generalization of trainer ABA skills to novel session

■ Discussion

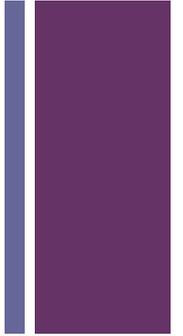
- Support the use of Rethink Autism training program
- Found to have high acceptability, integrity, effectiveness

■ Limitations

- Wide range in quality of videos, lessons and ABA skills
- No maintenance data
- Lack of collaboration between parents and researchers



Rethink at the University of Utah



- Committed to providing Rethink Autism to families on waiting lists for services or who live in areas with limited service access
- Graduate students trained in ABA and the Rethink Autism model will provide direct training and consultation to parents
- Funding through USOE 84.325K, H325K12306; with written letter of support from New York Office of Rethink Autism
- Aim to provide services to families and training for graduate students in consultation of ABA and Rethink Autism model

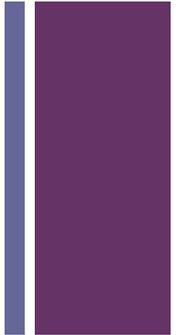


Rethink.U: Preliminary Model Overview

Period	Activity	Direct Meeting	Consultation	Data Collection
Month 1	Recruitment, Buy-in	-	-	Demographics Process variables
Month 2	Pre-service training	Full group Set up Rethink	-	Pretests Records review
Month 3	Rethink lessons	Bi-monthly	Weekly	Progress monitoring Process variables
Month 4	Rethink & In-service	Full group Bi-monthly	Weekly	Progress monitoring Problem encounter
Month 5	Rethink lessons	Bi-monthly	Weekly	Progress monitoring Process variables
Month 6	Out-service evaluations	Full group Observe child	-	Outcomes Acceptability



Rethink.U: Recruitment

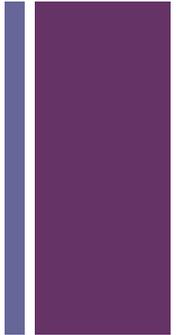


- May be difficult to reach intended population with general advertising strategies
 - Low probability of timely return for media, flyers, snowball sampling
- Targeted recruitment (e.g. invitation word of mouth) includes selection bias
- School District Survey
 - Waiting lists, Special Ed. Classifications
- Utah Association of School Psychologists Listserv
- Research Project Database



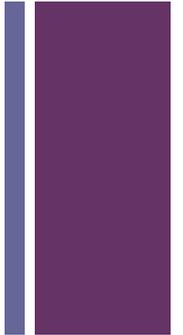
Rethink.U: Buy-in

- Critically important component of this model
 - A lot of work on part of families
 - We will fail without their buy in
- Families must be willing to:
 - Learn rethink model and website navigation
 - Get on Skype on a regular basis
 - Ask us candid and potentially difficult questions, and
 - Work hard: ABA is exhausting
- We must be willing to:
 - Be accessible, approachable, and optimistic
 - Work as hard as the parents or harder, especially initially





Rethink.U: Data Collection



- Process data: collected throughout
 - Recruitment processes
 - Consultation experiences and meeting notes

- Pre-service data
 - Knowledge and Skill of ABA
 - Child variables

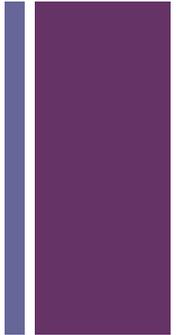
- Progress monitoring data
 - Progression through lessons to mastery

- In-service data
 - Areas of difficulty

- Out-service data
 - Outcomes; fidelity and integrity; acceptability



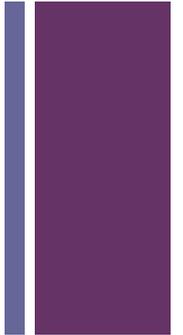
Rethink.U: Pre-service



- Full group, day-long session conducted at University of Utah
- Each graduate students will be training parents in either ABA (morning) or training parents in rethink model and set up (afternoon)
 - During non-training session, graduate students will observe each child in structured and unstructured situations
- Parents may also bring records and complete rating forms (to be determined)
- Once graduate/families pairs are made, graduate will conduct “intake” interview, score assessments, and review records



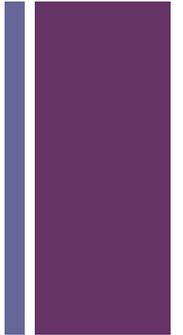
Rethink.U: Middle Sessions



- Direct meeting with families every 2 weeks
- Skype consultations every week
- Consultations will address how the program is going, what problems they are having, and if their child is progressing through the curriculum
- Continuous monitoring of Calendar Schedule on Rethink
- Data collection ongoing through Rethink, as well as process related data and anecdotal data taken from consultations



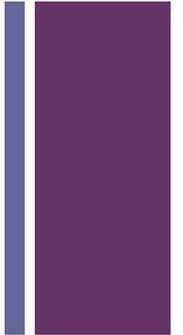
Rethink.U: In-Service



- At month 4.5, full group will reconvene for booster session and to discuss skill development
- Provides an opportunity for parents to share with other parents
- Provides an opportunity for graduate consultants to observe what has worked with other families
- Mid-project evaluations of acceptability, implementation integrity, barriers to effective implementation



Rethink.U: Out-service

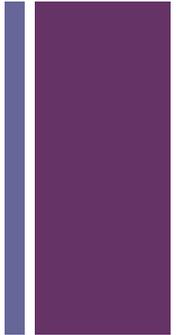


- Full group together to evaluate overall effects of rethink model
- Final observations of child behaviors and skills
- Outcome data collected
 - Skill development
 - Skill generalization
 - Rethink effectiveness, acceptability, ease
- Describe adaptations made to curriculum
- Proposals for improvements to the preliminary model



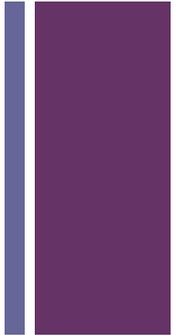
Rethink.U: Evaluation

- Parent Evaluation
 - ABA skill development, generalization
 - Acceptability, integrity, suggestions
- Child Evaluation
 - Skill development
 - Responsiveness to Rethink model
- Graduate Student Evaluation
 - Consultation and training effectiveness
 - Barriers to implementation
- Faculty Evaluation
 - Service delivery and adherence to evidence based practice
 - Over cost effectiveness of Rethink model





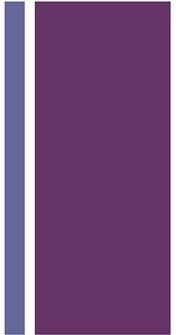
Rethink.U: Barriers



- Connecting with families (recruitment and buy-in)
- IRB Approval for recruitment (if needed)
- Accessing the Rethink Autism course materials (cost)
- Miscommunication among and between grad students & parents
- Poor training of ABA or Rethink model
- Parent motivation or involvement



References



- Cardinal, J. (2011). Rethink Autism: Effectiveness of web-based applied behavior video modeling program on the performance of para-educators and students with autism spectrum disorder. Dissertation submitted to the Department of Educational Psychology, School Psychology.
- Lord, C., & McGee, J. (Eds.). (2001). *Educating Children with Autism*. National Research Council Washington, D.C.: National Academy Press.
- www.rethinkautism.com