Geographical Isolation is a Significant Barrier to Effective Intervention

- Over 60 million people live in rural/remote areas of the US alone (American Community Survey 2016)
  - Over 20% of the population
- Children in rural areas need behavior analytic services too.
  - Autism is as prevalent in rural areas as urban areas (Montes & Halterman, 2006)
- Trained ABA professionals are less accessible in rural areas than in urban areas
OASIS Parent Training Program

Families’ access to trained service providers continues to be limited in many areas.

Increase young children’s access to evidence-based practices by training parents how to implement ABA.

OASIS: Online and Applied System for Intervention Skills

Online Training (Knowledge)  Applied Training (Skills)
OASIS Parent Training Program

- Unit 1: Introduction to ASD
- Unit 2: ABA & Evidence Based Approach
- Unit 3: Defining and Observing Behavior
- Unit 4: Collecting Data & Graphing
- Unit 5: Reinforcement Strategies
- Unit 6: Differential Reinforcement
- Unit 7: Stimulus Control
- Unit 8: Increasing Correct Responding
- Unit 9: General Teaching Strategies
- Unit 10: Teaching a New Skill
- Unit 11: Specific Teaching Methods
- Unit 12: Decreasing Rate of Bx Antecedent Control
- Unit 13: Decreasing Rate of Bx Use of Extinction
- Unit 14: Decreasing Rate of Bx Consequential Control
- Unit 15: Program Development
- Unit 16: Pulling it all Together
Web-based Activities

No

Complete Online Tutorial

Yes

90% on Tutorial Quiz?

Complete and enter online:
-- Weekly PBR form
-- 3 ITC Forms weekly

Coaching Activities

No

Web-based Coaching Session

Yes

90% Fidelity Criterion

-- Knowledge Assessment
-- PBR Form
-- ITC Form

Proceed to Next Module
Telemedicine Coaching Activities with Parents

- Parent(s) engage with an OASIS coach face-to-face or via videoconferencing (Skype, Zoom, Polycom, etc.) depending on family needs
- Scripts guide coaching activities
  - Parent practices ABA procedures described in tutorial with their child
  - Coaches provide prompts and immediate feedback
- Review of tutorial content, assessment, and answer questions
- Discuss incidental teaching and problem behavior forms
Method-
Recruitment/Participants

- Four caregiver-child dyads with children with ASD were recruited to participate in this study.
  - Through UF CAN patient navigators, University of Kansas Center waitlists, and social media.
  - Family 1- Calypso & Winton
    - Calypso- 37 years old, White female, rural setting
    - Winton- 4 years old, White male, Level 3 ASD, 6 siblings
  - Family 2- Janet & Mackenzie
    - Janet- 29 years old, Black female, urban city
    - Mackenzie- 5 years old, Black male, Level 3 ASD, only child
  - Family 3- Chilli & Barnacus
    - Chilli- 39 years old, White female, rural setting
    - Barnacus- 5 years old, Multiracial male, Level 3 ASD, 3 siblings
  - Family 4- Rita & Judo
    - Rita- 37 years old, White female, rural setting
    - Judo- 3 years old, White male, Level 3 ASD, 1 sibling with ASD
Method - NET

- 10-minute in-session play time
  - 10-minute out-of-session play time (at least one per phase)
- Using recommended strategies from incidental teaching and parent child-interaction therapy as recommended in OASIS manual.
  - Increase
    - Behavior-specific praise
    - Imitation and expansion of verbal behavior and actions
  - Decrease
    - Use of questions
    - Use of commands
Method-Study Design

- Multiple baseline across behaviors
- Pre-assessment
  - APSI
  - FQOL
  - Parents of Children with Autism Self-Report
  - OASIS Knowledge
- Baseline
- Intervention 1, 2, 3,
- Maintenance
- Post-assessment
  - IRP-15
  - OASIS Satisfaction Survey
Results - Family 1
Parent Targeted Behaviors
Results - Family 2 Parent Targeted Behaviors
Results - Family 3
Parent Targeted Behaviors
Results - Family 4
Parent Targeted Behaviors
Parent Recorded Data

• Parents were given the opportunity to track both acquisition behaviors and target behaviors for decrease.

• Acquisition Examples
  • Stating name when asked
  • Functional communication with siblings during play
  • Saying “more” at mealtimes

• Target Behavior Examples
  • Plate throwing at mealtimes
  • Mouthing during play
  • Verbal outbursts following siblings joining play
Results - Parent Knowledge

OASIS Pre/Post Knowledge

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Lessons Learned from the Study

- Feasibility and workload for single/working parents
  - Problem Behavior Recording Chart
  - Incidental Teaching Chart
- Flexibility in Scheduling
  - More time
  - Changing days of the week
- Providing access to rural families
  - ¾ families included did not have any ABA providers in their town or neighboring towns
  - 1 lived in an urban city
  - 1 opened right after the study
- Waitlists
- **Parent Training for Generalization and Maintenance**
Current use of OASIS

• Parent Training
  • Parents of kids with ASD and intellectual disabilities aged 3-10
  • Urban setting
  • In-person and via zoom
  • Slower pace
    • Monthly
  • Not using currently using:
    • Problem behavior recording chart
    • Incidental teaching chart

• Parent Response
  • More systematic and organized following the modules
  • Teaching them the “jargon”
  • Room for personalization
    • Broad concept first
    • Specific examples with their child second
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You Were Born to
Stand Out
A Celebration of
Autism Acceptance

April 1st, 9am-3pm
Fort Family Regional Park
8000 Baymeadows Rd E

Autism Acceptance Month Kickoff Party
Lots of hands on activities for the kids & toddler area
Bounce Houses, sensory garden, respite area, face painting
Food Trucks: Pizza Pit Stop, Frios Pops & more
Live music, dance group performances
Raffle including tickets to
Crayola Experience, Wonderworks, Wild Adventures,
Legoland and so much more.
Dozens of vendors, swag table, art display

Hosted by Growing Together Behavioral Center
a 501(c)(3) nonprofit charitable organization

Find the Event on Facebook

@gtbjax @gtbc_jax Growing Together Behavioral Center