

Translating Evidence-based Interventions for ASD: A Multi-Level Implementation Strategy (TEAMS)
CPRT
Site Enrollment Agreement

I. Purpose

The purpose of this agreement is to outline the roles and responsibilities of the research team and agencies, organizations and districts during participation in the study entitled “Translating Evidence-based Interventions for ASD: Multi-Level Implementation Strategy” (TEAMS) awarded to Dr. Aubyn Stahmer at UC Davis, Dr. Lauren Brookman Frazee at UC San Diego and Dr. Anna Lau at UC Los Angeles. This study will examine the impact of strategies to enhance teacher training in an evidence based intervention for children with autism spectrum disorder (ASD). This study is being funded by the National Institutes of Mental Health (NIMH)

II. Project Information

This study will test the effects of the “Translating Evidence-based Interventions for ASD: Multi-Level Implementation Strategy” (TEAMS) model on teacher training and child outcomes when used to enhance training in an evidence-based intervention for autism spectrum disorder (ASD) in mental health and education service systems.

III. Treatment Information

Classroom Pivotal Response Teaching (CPRT) is a naturalistic, behavioral intervention for children with autism. It is a classroom modification of Pivotal Response Training (PRT), designed specifically to meet the additional demands that special education teachers face in public and private school classrooms. Based on the principles of Applied Behavior Analysis (ABA), CPRT specifies eight teacher behaviors designed to obtain and maintain a high level of student motivation, as well as maintain and generalize student skills across a variety of settings and people.

IV. Study Procedures

- A. District leaders will work with TEAMS staff to identify appropriate schools for enrollment in the study. In order for districts to be eligible for enrollment, at least 5 teachers within the district must have at least 1 child between the ages of 3-10 diagnosed with ASD eligible to enroll in the study.
- B. All programs will receive CPRT training and coaching. Each school district will be **randomized** into one of four implementation conditions (see below). In all four conditions, teachers will receive training in an evidence-based behavioral technique used with children with ASD: Classroom Pivotal Response Teaching (CPRT).
 - a. In the GOLD STANDARD condition, teachers will receive our standard CPRT training in ways shown to be effective for most teachers and lead to improvements in child behaviors. This includes initial interactive workshop and in-classroom coaching and consultation.
TEACHERS IN ALL GROUPS WILL RECEIVE CPRT TRAINING.
 - b. In the TLI condition, prior to the teachers receiving CPRT training, enrolled leaders will participate in the TEAMS Leadership Institute (TLI) which will provide assessment and training in strategies to support teachers in their use of CPRT.
 - c. In the TIPS condition, CPRT training for teachers will be enhanced with TEAMS Individualized Provider Strategy (TIPS) for training through the use of a pre-training phone call with the CPRT coach, and completion of brief activities with the coach during

- training sessions. TIPS aims to assist teachers with individualized, proactive implementation planning.
- d. In the fourth group, teachers will participate in CPRT training and TIPS and leaders will participate in TLI.
 - e. After district enrollment, participating leaders will be asked to complete a 360 degree survey which asks about current practices around use of evidence-based practices in the district. Leaders will complete a survey and will be asked to nominate teachers who are *eligible* to participate in the study (they do not have to participate) and executive leaders who will be asked to anonymously complete the survey as well. Once the intake survey is complete, districts will be randomly assigned to one of the four conditions listed above.
- C. After randomization occurs, research staff will proceed with teacher recruitment as follows:
- a. Research staff and participating leaders will plan the best way to provide a study overview for teachers.
 - b. Research staff will obtain written consent for participation and provisionally enroll teachers in the study. Teachers will be informed that participation is voluntary and that participation is contingent upon having an eligible student enroll in the study.
 - c. Once teacher consent is obtained, he or she will approach caregivers of a potentially eligible student in his or her classroom to provide a brief description of the study and obtain verbal permission for the research team to contact the family about participation. The family will receive a copy of the consent form and study procedures to review. All caregivers of students in the class will receive a copy of the study description and a request to allow video recording of the classroom (students whose parents do not agree will not be filmed).
 - d. Research staff will then contact all caregivers who provided permission to be contacted to outline study participation, confidentiality procedures, and obtain consent for participation. Caregivers will be informed that participation is voluntary and declining participation will not impact the receipt of services through the school or district. Further, they will be informed that the research team will keep all research data confidential to the extent allowable by law. Lastly, they will also be informed that participation is contingent upon meeting study eligibility criteria.
 - e. After obtaining consent, research staff will determine whether the child is eligible for study participation. If the child is eligible, the family can enroll in the study.
- D. Research staff will collect data from program leaders, teachers, and families.
- E. Participating teachers will be asked to video record classroom activities of their choice three times throughout the course of the study using recording equipment provided by the TEAMS study. Video files will be securely transferred to the research team. If the teacher has challenges with this, the research team can assist with video recording.
- F. All student and family information collected by research staff will remain confidential within the study by entering all student data into a de-identified database. All data will be kept secure in locked cabinets and password protected servers to which only research staff will have access. Note that to protect student privacy, the investigators have obtained a Confidentiality Certificate from the U.S. Department of Health and Human Services. With this certificate, the investigators cannot be forced to disclose research information that may identify the student in any Federal, State, or local civil, criminal, administrative, or other proceedings

V. Responsibilities

- A. Research Staff Responsibilities
 - a. Randomize school districts to condition
 - b. Determine district, teacher, and student study eligibility.

- c. Inform all participants (program leaders, teachers, children and parents) about study participation and obtain consent to participate in the study.
- d. Obtain consent from study participants and other students in the classroom to permit video recording for the purposes of the study and transfer of video files from teacher to research team.
- e. Provide participant teacher with about 10 hours of didactic workshop and ongoing coaching for approximately 6 months (or till the end of the school year).
- f. Provide TEAMS implementation Leadership Institute for leaders randomized to this condition (training and consultation).
- g. Provide gift cards as compensation to participants.

B. Program Leaders

- a. Help facilitate teacher recruitment and logistics
- b. Ensure that video equipment provided to the program is stored in secure location
- c. Complete web-based surveys and/or interviews at enrollment, post intervention, and follow up.
- d. Participate in the TEAMS Leadership Institute if the leaders are randomized to this condition.

C. Teachers

- a. Classroom related activities
 - i. Assist research team to identify potentially eligible students
 - ii. Assessment: Complete baseline survey and questionnaires at the beginning of the study (45 minutes).
 - iii. Attend an initial training workshop (to be scheduled with the District-may be during work hours or afterschool depending upon the District): 1 day (can be scheduled over 2 half-days if needed).
 - iv. Video record classroom observations: Participate in 3 video recorded classroom activities throughout the course of the study. Teachers should follow district policies and procedures regarding videotaping sessions
 - v. Read the CPRT manual and participate in group CPRT training. Trainings will include lectures, video examples and case illustrations.
 - vi. Engage in classroom support activities (e.g., session preparation, video recording; coaching): 2-3 hours per month for up to 6 months.
- b. Research-related activities:
 - i. Complete surveys and/or interviews at enrollment, pre-intervention, post intervention, and at follow up.

D. Parents

- a. Complete a telephone interview, web-based or paper and pencil survey pre and post intervention.
- b. Permit video recording of classroom activities.

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IV. SIGNATURES

TEAMS Study PI, Lauren Brookman-Frazee, Ph.D.

Date

TEAMS Study PI, Aubyn Stahmer, Ph.D.

Date

Julie Hong, E.d.D.
Agency/Organization/District Leader Signature

Date

Director of Student Services/Special Education
Agency/Organization/District Leader Name and Title

Bonsall Unified School District
Agency/Organization/District Name