

# CAPTAIN X Newsletter

In this edition of the CAPTAIN X newsletter, we are highlighting Technological Aided Instruction and Intervention (TAII) and Video Modeling (VM).

With summer around the corner and life is almost back to normal since the Covid closures, we would also like to share some resources that will make our vacation enjoyable and stress free for everyone!



## Guide to Special Needs at the Southern California Theme Parks

- **Disneyland/Disney California Adventure** - Disneyland Resort offers Disability Access Service (DAS) for people who cannot tolerate waiting in a standard queue. Guests using DAS receive a digital return time from a kiosk that is equivalent to the wait time. Up to a party of 6 (the guest plus 5 companions) can use DAS.
- **Legoland California** - has the Assisted Access Pass for guests with all disabilities. You collect the pass from Guest Services. You'll receive a card. Go to first ride with no wait then receive a return time from each ride to go back and ride. You can wait outside the queue until it is time to ride. The party size is for the guest and up to six companions (for a total of seven people).
- **Knott's Berry Farm** - has a Ride Admission Policy with a Boarding Pass Program to assist guests with mobility restriction or Autism Spectrum Disorder (ASD) to access return times. Hop by Guest Services (across from Ghost Rider) with your entire party to talk to a team member about your needs. Obtain a wrist band for each party member and a paper "Rider Access Form" for guest and up to three companions (total of four) from Guest Services near exit of Ghost Rider near Security/First Aid.
- **Six Flags** -all guests with disabilities must provide a doctor note the first time they visit a Six Flags theme park. Then once on file, no future notes are necessary to use the Attraction Assistance Pass. The Attraction Assistance Pass is for ALL guests, including those using wheelchairs, who are unable to wait in lines due to disability, mobility impairments, or certain qualifying impairments. The pass provides qualified individuals with a wait time interval for the day.
- **SeaWorld San Diego** -offers guests with physical disabilities and other disabilities the Ride Accessibility Boarding Times service. You'll enroll in the program at Guest Services just inside main entrance on the right. The user and up to five companions (for a total of six) can ride together.
- **Universal Studios Hollywood** has an Attraction Assistance Pass (AAP) <https://www.undercvertourist.com/blog/universal-studios-hollywood-guest-assistance-pass-gap/to> to help guests with disabilities. Guests who cannot wait in a standard queue can use it (including guests whose disabilities are not mobility based as well as guests with physical disabilities). Visit Guest Relations to the right inside the park entrance to receive and AAP card. The user and up to 3 companions (4 total) may use the pass.

(source: <https://www.undercvertourist.com/blog/special-needs-california-theme-parks/>)



Read all about it: Airlines Brings Back Practice Flights for Passengers With Autism  
<https://www.disabilitycoop.com/2022/04/12/american-airlines-brings-back-practice-flights-passengers-autism/29804/>

# Evidence-based practice in focus: Technology-Aided Intervention & Instruction (TAII)

## What is TAII?

**Technology-Aided Instruction and Intervention (TAII)** is any instruction or intervention in which the learner's goals are primarily achieved with technology is the central feature. Odom defines the technology included in Technology-Aided Instruction and Intervention as "any electronic item, equipment, application, or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/leisure capabilities." (Odom et.al 2015)

New technology for teaching individuals with developmental disabilities becomes available every year—including mobile devices, tablets, laptop and desktop computers, speech-generating devices, apps, and web-based programs, and software.



### What Skills can we teach using TAII?

- **Academic Skills** (mathematics story problems, group instruction, homework task completion, spelling performance)
- **Social Communication** (recognizing emotions, social interactions,
- **Vocational Skills** – (using a copy machine, cleaning tasks, conducting inventory)
- **Independent Living Skills** (using a washing machine, meal preparation, washing dishes, making a purchase)
- **Motor and Adaptive Behaviors** (fine motor tasks, gross motor games)
- **Daily Living Routines** (dressing, toileting, handwashing)

### Steps to Implement TAII

1. **Have a clearly defined goal** – example: if the goal is to teach a child to use a TAII to order from a restaurant menu, it likely doesn't make sense to choose an application on a desktop computer.
2. **Conduct a technology assessment with the learner and IEP team members**- find out the learner's skills at using technology and the available resources.
3. **Teach the child how to use the technology before you begin the skills you aim to teach through technology** - make sure that the learner fully understands how to operate the technology first to maximize the probability that they'll learn new skills.
4. **Evaluate the learner's progress with data collection** – to help determine the learner's success and help guide decision-making.
5. **Continue planning the next steps, so the learner continues to make progress** - once that goal is mastered, evaluation of the next target should already be in progress.

# Evidence-based practice in focus: Video Modeling (VM)

## What is VM?

**Video Modeling (VM)** is an intervention that uses technology (video recording and display equipment) to provide a visual model of a targeted behavior or skill. Thus, it is often referred to as an assistive technology method.

VM can be used as a stand-alone instructional practice or in combination with other evidence-based practices such as self-management, social skills training, or social narratives.



Type	Description
Basic video modeling	<ul style="list-style-type: none"><li>• Most common type of VM</li><li>• Model (peer, adult) recorded correctly performing target behavior/skill</li><li>• Played before each teaching situation</li><li>• Learner prompted to perform behavior</li></ul>
Video self-modeling	<ul style="list-style-type: none"><li>• Learner with ASD is primary model in video</li><li>• Used to:<ol style="list-style-type: none"><li>1. show learner how well s/he performs skill</li><li>2. demonstrate how skill/behavior should be done (edited may be needed)</li><li>3. identify positive and negative aspects of how learner used skill/behavior</li></ol></li></ul>
Point-of-view video modeling	<ul style="list-style-type: none"><li>• Shows how the behavior would look from the learner's point of view (as if the learner was performing the skill)</li></ul>
Video prompting	<ul style="list-style-type: none"><li>• Used to teach a sequence of skills</li><li>• Smaller steps (associated with skill/behavior) are recorded</li><li>• Video is stopped or paused at each step to allow learner to perform the specific step</li><li>• Process repeated until entire skill (sum of the parts) is performed.</li></ul>

# Resources

## Technology Aided Instruction & Intervention (TAII)



AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

<https://afirm.fpg.unc.edu/technology-aided-instruction-and-intervention>



Assistive Technology for Autism : Innovative Tools for the Modern World

YouTube Link:  
<https://www.youtube.com/watch?v=IH6VbXLSv0U>

## Video Modeling (VM)

### CAPTAIN EBP Training Powerpoint



[EBP - Video Modeling \(VM\)](#)

Link:

<https://captain.ca.gov/ebptrainings.html>



YouTube link:

<https://www.youtube.com/watch?v=wBlvbTJz5u8>

## What is CAPTAIN?

**Evidence-based practices** are intervention strategies that have been researched and shown to work.

Using evidence-based practices leads to **better outcomes** for autistic students. However, educators don't always have **adequate training** to use these strategies.

**CAPTAIN**  
The California Autism Professional Training Information Network is a state-wide network to encourage the use of evidence-based strategies in **education of autistic individuals**.

Each year, CAPTAIN works with schools to have **200** trainers provide instruction to nearly **20,000** educators and individualized coaching to over **6,500** educators.

**Our recent study tested whether CAPTAIN's training helped educators use evidence-based practices more effectively.**

We found that **educators trained by CAPTAIN**

- were more likely to use strategies correctly
- used strategies more often with students
- had better ratings of classroom quality
- had more in-depth knowledge of strategies

CAPTAIN is a promising model to support statewide use of better evidence-based strategies for autistic students. Future studies will help us to evaluate how the use of these practices improves student outcomes.