

ROCHESTER RESEARCH ROUNDUP

MODULAR APPROACH FOR AUTISM PROGRAMMING IN SCHOOLS (MAAPS)

Conducted at University of Rochester, May Institute, and University of South Florida

WHAT did you study?

We studied how to best support educators who have students with autism spectrum disorder (ASD) in their classrooms to use practices that research has shown to be effective.

HOW did you study it?

We developed MAAPS to provide support around the goals that educators and parents said were most important for students. Then research team members used collaborative coaching with educators to help them create plans that would address these important goals in the classroom.



WHY does it matter?

It is important that students and educators have access to supports that let them address student needs on an individual basis. This project identified one possible way to make that happen.

WHY did you study it?



Educators, administrators, & parents

feel school teams struggle to support students with ASD. Schools may need training or other resources. We wanted to see if MAAPS would work to support educators and improve student outcomes.

WHAT did you find?

Educators found MAAPS to be "easy to understand, feasible...useful and effective." Students whose educators worked with the MAAPS program had better outcomes in terms of academic participation, social skills, and behaviors as compared to students whose educators did not use MAAPS.



WHAT'S NEXT?

This was one small study!

- Repeat this process with more students and educators to make sure it works with other groups.
- Find ways to sustain the coaching procedures without the need for research staff.



THE FULL ARTICLE CAN BE FOUND THROUGH THE FOLLOWING CITATION:

Anderson, C., Iovannone, R., Smith, T., Levato, L., Martin, R., Cavanaugh, B...Iadarola, S. (Online first May 2020). Thinking small to big: Modular approach for autism programming in schools (MAAPS). *Journal of Autism and Developmental Disorders*. DOI: <https://doi.org/10.1007/s10803-020-04532-1>

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ROCHESTER RESEARCH ROUNDUP

PARENT ENGAGEMENT STRATEGIES REVIEW

Conducted at University of Rochester, Drexel University, University of California at Davis, University of California Los Angeles, and University of Pennsylvania

WHAT did you study?

Families of young children with different disabilities are often asked to participate in interventions for their children. We studied the **strategies that were most effective at keeping parents involved** in these kinds of programs.

WHAT did you find?

Parents are more likely to continue their participation in research programs when:



- Programs occur **at home or in the community**
- Parents are **paired with a peer** for shared learning, guidance, and support
- There is **less oversight and more praise** from a provider



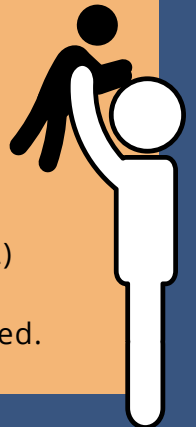
HOW did you study it?

Researchers reviewed articles (published between 1/1/2000 and 7/1/2016) that included a focus on parent engagement strategies.

Thirty-five articles met criteria for answering their main research question: **What engagement strategies kept parents actively involved in the treatment program?**

WHY does it matter?

When parents are involved in their child's treatment, it results in **improvements in the child's and family's overall well-being**. Using effective strategies for parent engagement 1) can **help guide clinicians** in family interactions and 2) can **help us understand** how to work with parents who are underrepresented.



WHAT'S NEXT?

- Identifying engagement strategies that meet the diverse needs of families and studying their effectiveness
- Future studies should use parent engagement strategies as part of the intervention, because previous work shows how important it is to keep families involved
- Future studies should clearly describe whether they use engagement strategies, what they are, and how families – especially those with diverse income and education levels – benefit from the use of those strategies.



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THE FULL ARTICLE CAN BE FOUND THROUGH THIS CITATION:

1. Pellecchia, M, Nuske, HJ, Straiton, D, Hassrick, EM, Gulsrud, A, Iadarola, S, Vejnaska, SF, Bullen, B, Haine-Schlagel, R, Kasari, C, Mandell, DS, Smith, T, & Stahmer, AC. (2018). Strategies to engage underrepresented parents in child intervention services: A review of effectiveness and co-occurring use. *Journal of Child and Family Studies*, 27(10), 3141-3154.

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AIR-B RESEARCH ROUNDUP

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