LESS POLICY MORE PRACTICE

or more practice-oriented policy

BUT ENOUGH WITH THE BIG SWEEPING POLICIES ALREADY

really.

David Mandell, ScD
Policies Affecting People with ASD

- Community Mental Health Act
- Education of All Handicapped Children Act
- Medicaid Waivers
- Individuals with Disabilities Act includes autism
- Olmstead Act
- Mental Health Parity Act
- Americans with Disabilities Act
- First Autism Medicaid Waiver (MD)
- First Autism Insurance Mandate (IN)
- Medicaid bulletin about autism treatment
- Affordable Care Act

Timeline:
- 1960: Medicaid
- 1965: Community Mental Health Act
- 1970: Education of All Handicapped Children Act
- 1980: Medicaid Waivers
- 1985: Individuals with Disabilities Act includes autism
- 1990: Olmstead Act
- 1995: Mental Health Parity Act
- 2000: First Autism Medicaid Waiver (MD)
- 2005: First Autism Insurance Mandate (IN)
- 2010: Medicaid bulletin about autism treatment
- 2015: Affordable Care Act

The timeline highlights key policies and events affecting people with ASD from 1960 to 2015.
Number of ASD intervention studies by year (Medline)

Effect sizes of .8 – 1.1

Number of US children 6-21 served through the autism category of special education

8.2% of all special ed. students

0.9% of all special ed. students

www.ideadata.org
Risk of hospitalization among children with autism


Children born between 1983 and 1994

Children born between 1994 and 1999

\[\text{indicates censored cases}\]
Students with ASD in Segregated Settings

- 2009: 35% ASD in General Education, 57% ASD in Residential Facilities
- 2010: 33% ASD in General Education, 58% ASD in Residential Facilities
- 2011: 33% ASD in General Education, 58% ASD in Residential Facilities
- 2012: 33% ASD in General Education, 58% ASD in Residential Facilities
- 2013: 33% ASD in General Education, 58% ASD in Residential Facilities

Source: www.ideadata.org
Effects of Community intervention

Cognition

Adaptive Behavior
Effects of Community Intervention 2

Social

Communication

-.50 0 .50

-.50 0 .50

.23

.21
Fidelity x Program Interaction in STAR trial

<table>
<thead>
<tr>
<th>Program fidelity</th>
<th>STAR 57% (range 12-79%)</th>
<th>ST 48% (range 17-71%)</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
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<tr>
<td>High</td>
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Theory of Reasoned Action

- Intentions
- Norms
- Attitudes
- Skill
- Beliefs
- Knowledge

Adapted from Azjen (1986, 1991) and Williams and Glisson, 2013
Theory of Reasoned Action

- Intentions
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School
District
State
Federal

What Behavior?
Visual schedules

Positive reinforcement

Data collection

One-to-one(?) intervention each day
Teacher's intentions to use these practices

Fishman, Connell, Reisinger and Mandell, under review
What We Want

- Is the desired behavior/strategy clear?
- Are the resources in place?
- Is the behavior intrinsically reinforcing?
- If not, what incentives will be put in place, and for whom?
- What is the implementation strategy?
- What is the strategy for sustaining?
Thank You

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