

ABSTRACT SUBMISSION AIC 2016: #79

1. Title:

Implementation Outcomes of a Social Intervention for Children with Autism in Schools

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3. Key words:

Randomized controlled trial, school personnel, autism spectrum disorder, social engagement intervention

4. Abstract text:

a. Background and aims

Few evidence-based interventions for children with autism are successfully implemented in schools. This study examined several implementation outcomes associated with the use of an evidence-based social engagement intervention, Remaking Recess, for children with autism in public schools.

b. Methods

Twenty-eight school personnel (86% female, mean age=39.5 years; 61% white) from 12 public schools in five districts in the USA participated. Schools were randomized to: 1) training in Remaking Recess; or 2) training in Remaking Recess plus implementation support. Intervention implementation occurred during recess (30-45 minutes) for 12 sessions over six weeks. Implementation support was provided to school administrators three times over 12 weeks and entailed consultation in implementation strategies. School personnel rated their organizational readiness, attitudes about evidence-based practices, acceptability, fidelity, and implementation climate at exit. Consultants and independent observers also measured fidelity at exit.

c. Results

Preliminary analyses indicate there were no significant differences in organizational readiness, attitudes about evidence-based practices, acceptability, or implementation climate between school personnel in either condition. Fidelity was low in both conditions; although on average, school personnel in both conditions improved in their use of Remaking Recess. A linear regression with random effects for school will be conducted to examine individual associations between each implementation outcome and fidelity.

d. Conclusion

The results of this study will provide an in-depth understanding of how implementation outcomes influence the fidelity of a social engagement intervention for children with autism in schools.