

FAU Center for Autism and  
Related Disabilities

## Selecting and Using Evidence-Based Practices with High School Students with Autism

**Presented by: Kara Hume, Ph.D.**

**Hosted by: FAU CARD**

### About the Presenter

Kara Hume, Ph.D. has worked with children and young adults on the autism spectrum for almost 30 years in a variety of capacities, including a home program therapist, teacher, trainer, consultant, CrossFit coach, and researcher. She was a classroom teacher for seven years working primarily with students on the autism spectrum and is a Certified Advanced Consultant with the UNC TEACCH Autism Program. Dr. Hume's research focuses on increasing access for individuals with developmental disabilities to high quality community-based services and interventions. Much of Dr. Hume's work focuses on the design and implementation of interventions for autistic youth, their families, and service providers in school and community settings. During her years at UNC, Dr. Hume, in collaboration with a number of colleagues across departments and disciplines, has received over \$15,000,000 in funding as PI- or Co-PI, published sixty+ manuscripts and book chapters, edited an autism in education handbook, and has led two of the largest studies to date examining the efficacy of school-based interventions for students with developmental disabilities. The Interagency Autism Coordinating Committee has twice identified her work as a top 20 yearly scientific advance in ASD research.

### Training Description

**Target Audience:** (Mental/Behavioral Health Therapists and Providers, Educators, Clinicians, Professionals)

Despite federal mandates for the use of evidence-based practices (EBPs), there are few resources to support professionals in determining how to select EBPs that align with goals, and student, practitioner and school factors that may impact implementation of and response to selected EBPs. The Center on Secondary Education for Students with Autism (CSESA) developed a step-by-step process to support practitioners in selecting and using EBPs for common target skills for students with autism in secondary settings. The training will provide guidance for this process, including how to select EBPs that align with student goals, implement specific EBPs, and monitor student progress and fidelity of implementation, including sharing free, web-based resources to support all steps in the process. The presentation will include information about specific EBPs (e.g., self-management, peer-mediated interventions, social narratives) and provide examples of intervention materials and implementation.

### Training Objectives

Participants will be able to:

- Describe steps for planning, using, and monitoring EBPs.
- Explain how to use assessment and planning tools to select EBPs that align with student, practitioner, and school/setting characteristics.
- Identify EBPs and activities that can be used to address student goals and educational standards.
- Locate online resources for planning, using, and monitoring EBPs.

### Date:

October 1-31, 2022

Registration: Open

### Location:

Online, pre-recorded, 60-minute webinar

### Registration Deadline:

October 31, 2022

Limited to first 500 participants

### Register [here](#)

*Registration is mandatory. Once registered, you will receive a link to view the presentation online.*

### For more information contact:

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