

## Appendix F

### Inter-Item Correlation Matrix

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Q1	--	-0.156	0.33	0.075	0.089	0.135	0.052	-0.242	-0.294	-0.454	-0.531
Q2	-0.156	--	-0.278	-0.148	-0.012	-0.06	-0.073	0.334	0.085	0.242	0.107
Q3	0.33	-0.278	--	0.733	-0.583	0.41	-0.026	-0.17	-0.163	-0.227	-0.241
Q4	0.075	-0.148	0.733	--	-0.866	0.396	0	0	0	-0.061	-0.069
Q5	0.089	-0.012	-0.583	-0.866	--	-0.356	0.023	-0.154	-0.128	-0.091	-0.13
Q6	0.135	-0.06	0.41	0.396	-0.356	--	-0.373	0.383	0.26	0.185	-0.088
Q7	0.052	-0.073	-0.026	0	0.023	-0.373	--	-0.133	0.101	-0.417	-0.257
Q8	-0.242	0.334	-0.17	0	-0.154	0.383	-0.133	--	0.348	0.15	0.045
Q9	-0.294	0.085	-0.163	0	-0.128	0.26	0.101	0.348	--	0.522	0.334
Q10	-0.454	0.242	-0.227	-0.061	-0.091	0.185	-0.417	0.15	0.522	--	0.869
Q11	-0.532	0.107	-0.241	-0.069	-0.13	-0.088	-0.257	0.045	0.334	0.869	--
Q12	-0.018	-0.287	0.482	0.471	-0.368	0.408	-0.135	-0.012	0.026	0.148	0.105
Q13	0.336	-0.362	0.564	0.396	-0.321	0.222	0.031	-0.283	-0.098	-0.125	-0.089
Q14	0.155	-0.314	0.636	0.629	-0.498	0.464	-0.241	0.013	-0.028	0.119	0.113
Q15	0.106	-0.096	-0.047	-0.031	0.121	-0.334	0.027	-0.02	0.09	-0.318	-0.283
Q16	0.167	-0.202	0.271	0.144	-0.08	0.371	-0.037	0.061	-0.241	-0.212	-0.261
Q17	-0.007	-0.058	-0.021	0.067	-0.078	-0.363	-0.039	-0.004	0.116	-0.144	-0.082
Q18	0.374	-0.318	0.498	0.538	-0.226	0.317	-0.119	-0.247	-0.312	-0.249	-0.262
Q19	-0.488	-0.104	-0.06	-0.088	-0.047	-0.324	0.299	-0.205	0.201	0.322	0.582
Q20	0.253	0.085	0.364	0.142	0.062	-0.224	0.122	-0.029	-0.47	-0.43	-0.432

Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
-0.018	0.336	0.155	0.106	0.167	-0.007	0.374	-0.488	0.253
-0.287	-0.362	-0.314	-0.096	-0.202	-0.058	-0.318	-0.104	0.085
0.482	0.564	0.636	-0.047	0.271	-0.021	0.498	-0.06	0.364
0.471	0.396	0.629	-0.031	0.144	0.067	0.538	-0.088	0.142
-0.368	-0.321	-0.498	0.121	-0.08	-0.078	-0.226	-0.047	0.062
0.408	0.222	0.464	-0.334	0.371	-0.363	0.317	-0.324	-0.224
-0.135	0.031	-0.241	0.027	-0.037	-0.039	-0.119	0.299	0.122
-0.012	-0.283	0.013	-0.02	0.061	-0.004	-0.247	-0.205	-0.029
0.026	-0.098	-0.028	0.09	-0.241	0.116	-0.312	0.201	-0.47
0.148	-0.125	0.119	-0.318	-0.212	-0.144	-0.249	0.322	-0.43
0.105	-0.089	0.113	-0.283	-0.261	-0.082	-0.262	0.582	-0.432
--	0.519	0.806	-0.087	0.63	-0.108	0.699	-0.024	0.134
0.159	--	0.601	0.073	0.311	-0.04	0.537	-0.064	0.283
0.806	0.601	--	-0.099	0.441	-0.024	0.743	-0.155	0.108
-0.087	0.073	-0.099	--	-0.146	0.777	0.021	-0.164	0.342
0.63	0.311	0.441	-0.146	--	-0.514	0.6	-0.359	0.062
-0.108	-0.04	-0.024	0.777	-0.514	--	-0.095	0.042	0.234
0.699	0.537	0.743	0.021	0.6	-0.095	--	-0.338	0.139
-0.024	-0.064	-0.155	-0.164	-0.359	0.042	-0.338	--	-0.193
0.134	0.283	0.108	0.342	0.062	0.234	0.139	-0.193	--

## Appendix G

### Thematic Analysis Coding Schemes and Responses

Item 21 (How adept do you perceive yourself to be in implementing the evidence-based practices selected for the NPDC project?)  
Coding Scheme

Organizing Theme	Basic Theme	Coding	Example Response(s)	
Progress and Proficiency	Application of Evidence-Based Practices	Application of Evidence Based Practices	Constant application of these EBPs is my mantra	
			I plan on using more of the evidence based-practices in my classroom besides the ones I already use.	
			I feel I am very adept in implementing the EBP selected for the NPDC project. The EBPs worked in brining positive changes in my students' lives.	
			Beginner plus. I have incorporated practices in my classroom and have proven successful with my students. I need to learn and incorporate other practices to address specific needs in my classroom.	
	Comfort with Practice	Proficiency, comfort with practice		Very proficient in implementing the practices I received support in developing.
				Quite adept.
				Proficient in the practices I used the most often still working on developing skills on those that were not utilized as frequently.
				As results of participating in the NPDC project, I am more confident in my abilities at implementing evidence-based practices in my classroom and helping other teachers in my division with doing the same.
				Very. Really around the four main EBPs we identified to focus on.
	Making progress		I feel more comfortable with practices that I spent more time working on. Still continuing to develop additional expertise across new EBPs.	

			I feel very proficient in the EBP we chose to focus on. Still working on others as my class changes.	
			Still learning but increase exposure and instruction have helped to inform my practice.	
			More experienced with DTT but still working on developing communication related to EBPs to be proficient.	
			Still learning but on the practices I am receiving assistance with I am becoming very proficient.	
	Use of Feedback and Resources	Valuable feedback		I feel moderately adept in implementing the practices. I refer back to my resources as needed.
				I am confident in implementing all of the practices selected for the NPDC project. The practice and the feedback were very valuable.
				I had the basic knowledge of EBP even before the project started. With additional support I got, I feel more competent now to implement them.
	Referral to resources		I feel pretty confident that I can implement these EBP. And if I am unsure I know where to go to review information (AIMS).	

Item 22 (Why would you encourage or discourage other teachers of students with autism from participating in the NPDC Project?)  
Coding Scheme

Organizing Theme	Basic Theme	Coding	Example Response(s)
Participation	Encourage	Encourage for specific population	I would encourage new teachers with limited experience to work within this structure.
			Depends on your classroom, would this be useful for you and your students.
			I would encourage others to participate in the NOPDC project to sharpen skills and increase fidelity using EBPs.
			I would encourage teachers who are new to their job to take advantage of this opportunity.
			I would encourage teachers to use the resources to help them in the classroom and to educate them on autism; they offer suggestions and ideas that are helpful for each student.
			I enjoyed having them in my classroom. To see what I am missing for example not giving enough response time to a certain student. At times I think I am doing everything correct however I am missing things are they are there to provide me with ideas.
			I will encourage other teachers to participate because this will increase their competency skills in teaching children with autism.
			I would encourage anyone who has the opportunity to participate because the coaching model is so effective. If you really want to see change go with the model.
			I would encourage them to participate in order to gain knowledge and skills.
Time commitment might be too much for some teachers.			

			Requires a commitment of time and word to educate yourself around implementing the EBP.
			Meeting with coaches were sometimes difficult to schedule and technology is not always allow for distance meetings to occur over phone and computer.
			Time was always an issue to conduct meetings and follow-up
			Time was the only factor that was a little difficult.
			Significant time commitment.
			Does require a lot of time and training to establish fidelity in implementing the BEPs and since there is more paperwork being required of teachers it makes it difficult to take the time to lean and utilize EBPs in the classroom.
			I would not, in fact I would strongly recommend any teachers working with children who have ASD to reach out for the district assistance grant.

Item 23 (Do you feel that there was variability within the NPDC program for you and your student's development? Examples: Were their differences in your skill development across evidence based practices, across different students, different components of the practices?)

Coding Scheme

Organizing Theme	Basic Theme	Coding	Example Response(s)
No Variability	No variability	No	No.
			Didn't really see a big difference.
			Not really my group is very similar.
	Cannot respond, not applicable	Not applicable	Not particularly.
Variability Across Components of the NPDC Project	Differences across students		I cannot answer this question right now. I do know that we have focused on different EBP for different students depending on their needs.
			Across students who were high and low functioning.
			Yes. Definitely. There was much room for individualizing the program to fit the needs of students.
			Somewhat in between students depending on individual characteristics.
			Yes there was/is a different in each student so one practice might work for one but not the other. Having different practices to choose from allows for all the students to receive what they need.
Yes there was variability within			

			<p>the NPDC program because although you might be using the same EBP for a number of students, for example Prompting, the students require different levels of prompting depending on where they are within the spectrum.</p>
	Differences across teacher development		<p>I believe that the team developed confidence and competence in the EBPs we chose as our focus. We started out with differences in skill level and our participation increased consistency in our practices among team members and across students.</p>