

# Incredible Years® Teacher Strategies Questionnaire for Children with Autism (2-5 years)

Teacher/Childcare Provider (name): \_\_\_\_\_

Teachers learn extensively from self-reflection regarding their interactions with their children and the strategies that are working or not working. From these reflections you can determine personal goals for making changes in your approaches to bring about positive learning for your child. Use this checklist to think about your strengths and to assess areas you might want to work on for future goals.

## Promoting Social, Emotional, Language and Academic Development in Children with Autism

In this section we would like to get your idea of how confident you are in using the following strategies.

	Very Unconfident	Somewhat Unconfident	Neutral	Confident	Very Confident
1. Supporting language development for students with autism?					
2. Simplifying and tailoring your language according to each student's individual language development?					
3. Identifying the specific ABCs: antecedents (A) that will motivate and prompt an individual child's learning of specific target behaviors or words (B) and rewarding its occurrence with positive consequences (C).					
4. Being able to get in your students' attention spotlight to engage him or her in social and emotional learning opportunities?					
5. Being able to ignore and redirect unwanted behaviors, giving your attention back when the student behaves in the targeted way?					
6. Helping students with autism regulate their emotions?					
7. Using puppets and pretend play to teach your students social and emotional skills and to enhance communication?					
8. Using students' sensory likes and dislikes such as auditory, tactile, visual, smell, taste/oral, proprioception (body space/balance/need for movement or stillness) to enhance learning opportunities?					
9. Adapting instruction and materials through using children's most effective learning mode (visual, auditory, motoric, sensory/tactile)?					
10. Managing challenging behavior of children with autism and following through with behavior plans?					
11. Working with parents of students with autism in your classroom or early childhood center?					
12. Setting up structured opportunities to help students with autism practice and develop specific social skills?					
13. Developing and using visual supports, choice boards and sequenced pictures to enhance the student's learning of social, emotional and language development?					



## A. Specific Teaching Techniques to Enhance Language Development

In this section we'd like to get your idea of how often you use the following strategies to promote your students' language learning.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Participate in student-directed, narrated play to increase interactive involvement and joint attention.					
2. Use enthusiastic voice tone, songs, imitation, modeling, simple language, repetition and commenting using the "one up rule" to increase the students' verbal communications.					
3. Use descriptive academic coaching language to promote language skills (e.g., colors, shapes, positions, names of objects)					
4. Use visual prompts, gestures, preferred objects, books, and sensory likes, to strengthen language communication and joint interaction.					
5. Use verbal prompts, partial prompts, and pauses to wait for the student to look, gesture or respond verbally before continuing.					
6. Use puppets to model and engage children in social communication.					

## B. Specific Teaching Techniques to Enhance Social Development

In this section we'd like to get your idea of how often you use the following strategies to promote your students' social learning.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Use social coaching to model, prompt practice, label, and praise social behaviors such as sharing, waiting, eye contact, helping, listening, asking, and initiating an interaction.					
2. Use puppets to model, prompt, label, and practice social behaviors.					
3. Praise and reward children for using appropriate social friendship skills.					
4. Individualize and identify specific social behavior goals to be taught for each child according to his/her play stage.					
5. Use books, games, and visual pictures to prompt, signal, and practice targeted social behaviors.					
6. Use prosocial peer models to increase child's focus on appropriate social behavior.					
7. Use normal social routines such as circle time, snack time, beginning and end of day rituals to promote and practice targeted social behaviors					

## C. Specific Teaching Techniques to Enhance Emotional Development and Self-regulation

In this section we'd like to get your idea of how often you use the following strategies to promote your students' emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Use emotion coaching to model, prompt, and label emotion language.					
2. Use persistence coaching language to encourage a child's continuous effort to do a task. (e.g., "that's hard, but you keep trying!")					
3. Use pictures and photographs that portray people in various feeling states to teach emotion vocabulary and prompt children to use these visuals to express their emotions.					
4. Help students understand how others feel through modeling, acknowledgement, mirroring back, labeling feelings, voice tone, and intentional communication.					
5. Recognize early cues of emotional dysregulation and prompt student's use of calm down strategies.					
6. Focus more teacher attention on positive emotions than on negative emotions.					
7. When coaching negative emotions, also coach appropriate coping strategies (e.g, you are feeling mad, but you are taking three deep breaths to calm your body down).					

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### C. Specific Teaching Techniques to Enhance Emotional Development and Self-regulation *(continued)*

In this section we'd like to get your idea of how often you use the following strategies to promote your students' emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
8. Use story books to teach emotion words and promote empathy and guided practice.					
9. Use puppets that share their feelings to prompt student's emotional language, social responses and empathy for others.					
10. Use visual self-regulation cards such as calm down thermometer, breathing, or turtle picture.					

### D. Strategies for Promoting Parent Involvement

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Use a system for regular communication with parents (face-to-face communication, texts, notes home, telephone hours, bulletin board, newsletters).					
2. Focus on giving positive feedback to parents about their child's achievements and progress, however small.					
3. Ask parents how they want to be involved.					
4. Ask parents to tell you about their child and his or her sensory likes and dislikes.					
5. Set up opportunities for parents to observe in the classroom and participate in classroom activities.					
6. Teach parents how to do academic, social, persistence, and emotional coaching at home to reinforce their child's learning in the classroom or early childhood center.					
7. Involve parents as a source for ideas, materials, and support for early childhood center activities.					
8. Share with parents your awareness of their child's sensory likes and dislikes and how these can be used to help motivate their child's learning.					
9. Teach parents the ABC of behavior change.					
10. Collaborate with parents on a home-school behavior plan and share goals for student.					
11. Make home visits.					
12. Make parents aware of local opportunities to attend parent groups specifically for parents of children with autism.					

### E. Planning and Support

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Review my progress in achieving goals for individual student behavior plans.					
2. Collaborate with other teachers for solutions and support.					
3. Read the <i>Incredible Years Teacher Book</i> and <i>Parent book</i> .					
4. Manage my stress level utilizing positive cognitive strategies and gaining support when needed.					