



ASD-Teacher Program Supplemental Vignettes to Enhance Autism Focus for the IY-TCM Program

If you happen to have also purchased the **Incredible Years ASD Teacher Program *Helping Preschool Children with Autism*** for training teachers working with children on the autism spectrum (ages 2-5 years) in addition to the IY- TCM teacher training program (ages 4-8 years), you might want to consider adding a few of the ASD program vignettes to this training, particularly if you are working with young children with ASD or delayed language development. Below you will find some possible vignettes focused on preschool children with ASD or language delays that might be considered as additions to the current TCM training protocol. The process would be to select a few of these vignettes to replace a few of TCM vignettes. In particular, we encourage the use of the teacher reflections vignettes so teachers can see how others are using the coaching methods.

Another option is to use these vignettes as a follow-up booster consultation session after you have completed the 6 days of TCM.

Day 1: TCM Topics Building Positive Relationships with Students and Proactive Teacher

No ASD-Teacher Vignettes on this day

Day 2: TCM Topic Attention, Coaching, Encouragement, and Praise

ASD-T Part 1: Promoting Language Development

- ~ Vignette 3: Descriptive Commenting and Visual Prompts to Build Language (visuals to enhance language for child with limited language and play skills) play dough poking
- ~ Vignette 6: Encouraging Joint Play Sharing (intentional communication between Hudson and Payton)
- ~ Vignette 10: Teacher-Directed Practices: Asking and Sharing (prompting Hudson to ask for crackers at snack time)
- ~ Vignette 11: Using Snack Cards to Promote Social Communication (favorite toy snack cards)
- ~ Vignette 13: Snack Menus to Enhance Language (cereal, raspberries)
- ~ Vignette 4: Child-Directed Play and Pre-Academic Coaching (academic coaching with Amelia and hammering balls)
- ~ **Teacher Reflections: Language Development (good summary with examples)*

ASD-T Part 2: Promoting Social Interactions

~ Vignette 13: Using books to teach social skills (one-on-one parent with Amelia Oscar book, Reading with CARE)

Day 3: TCM Topics Motivating Students Through Incentives

No ASD-Teacher Vignettes on this day

Day 4: TCM Decreasing Inappropriate Behavior—Ignoring and Redirecting

ASD-T Part 3: Promoting Emotional Literacy and Self-Regulation

~ Vignette 14: Ignore First and then use Calm Down Strategy (boy on floor at sink, ignore and then deep breathing)

Day 5: TCM Decreasing Inappropriate Behavior (Consequences and TO)

ASD-T Part 3: Promoting Emotional Literacy and Self-Regulation

~ *Teacher Reflections: Managing Misbehavior* (summarizes use of proximal praise, predictable routines, visual supports, ignoring and behavior plans)

Day 6: Emotion Regulation, Social Skills and Problem-Solving

ASD-T Part 2: Promoting Social Interactions

- ~ Vignette 3: Using Dramatic Play to Prompt Verbal Social Interactions
- ~ Vignette 9: Coaching Listening Asking & Sharing (Amelia play dough social coaching)
- ~ Vignette 10: Coaching Waiting for a Turn (play dough Amelia)
- ~ Vignette 14 & 15: Using Play Scripts to Promote Joint Play (Payton and Hudson with picture script cards)
- ~ Vignette 18A & B: Social Coaching on the Playground (teacher using picture cards so Hudson can choose activity? And ask someone to play.
- ~ * *Teacher Reflections: Social Coaching (good summary with examples)*

ASD-T Part 3: Promoting Emotional Literacy and Self-Regulation

- ~ Vignette 3: Reading to build Emotional Literacy (silly monkeys with toddlers)
- ~ Vignette 7: Using Puppets in Pretend Play to Build Emotional Vocabulary
- ~ Vignette 10A: Using the Calm Down Thermometer to Help Tiny (teacher with poster and Hudson and Caze)
- ~ Vignette 10B: Face-to-Face & Joint Attention (Hudson smell the flower and blow out the candle)

- ~ **Teacher Reflections: Emotion Coaching* (talk about how they use emotion coaching, puppets, and calm down thermometer, breathing)