



Agendas and Checklists

*Protocols for Helping Preschool Children with Autism:
Teachers and Parents as Partners Program*



Important Notes to Remember



NOTE: These agendas and checklists are the minimum number of sessions to be provided. Please refer to the Incredible Years® Incredible Beginnings Program or IY Teacher Classroom Management Program for more examples of limit setting and managing misbehavior.

NOTE: Use of these protocols is required for group leader certification/accreditation in this program. See more information on the Incredible Years® website, www.incredibleyears.com

NOTE: Agendas and Checklists in this section may be kept as master copies and may be photocopied for reuse in Incredible Years® classes. You may only use these agendas/checklists for the Incredible Years® classes. You must maintain all copyright information on the agendas and checklists and you may not alter any of the content. These forms are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).

The Incredible Years®

Helping Preschool Children with Autism: Teachers and Parents as Partners

Program Protocol

This program is offered to preschool teachers and/or parents of children on the autism spectrum or with language delays in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with peers. This program can be used independently for parents with children on the autism spectrum or with language delays after they have completed the 14–16 week Autism Parent Program.

This program can also be used independently with preschool teachers who work with children with ASD. It is recommended preschool teachers complete the Teacher Classroom Management program before participating in this program.

Ideally, both preschool teachers and parents will participate in this program together.

Number of Sessions

It will take 6 sessions to complete this program.

The Incredible Years®

Helping Preschool Children with Autism: Teachers and Parents as Partners

Agendas, Checklists and Handouts for Each Program

The content covered in each program needs to be paced according to the group's particular needs for discussion and content, level of participation, and prior familiarity with the behavior change and child development concepts. In general, we suggest that you try to cover 5–7 vignettes per two-hour program.

Part One

Promoting Language Development

Vignettes 1–13 (Sessions 1 & 2)

Part Two

Promoting Social Interactions and School Readiness

Vignettes 1–23 (Sessions 3 & 4)

Part Three

Promoting Emotional Literacy and Self-Regulation

Vignettes 1–14 (Sessions 5 & 6)



NOTE: It will take 6 sessions to complete this program, with 2 sessions for each “Part”



**USE VIDEOS IN A COLLABORATIVE WAY TO
ENHANCE TEACHING**



Outline—Part One

Promoting Language Development

Sessions 1 & 2

I. Welcome

Leaders introduce themselves.

Review agenda for program.

II. Introductions

Participants introduce themselves and goals.

Talk about children’s classrooms and peer relationships. Share children’s stage of communication and play level development. (See Communication Checklist Handout.)

III. Ground Rules

Ask teachers/parents for ideas on group rules.

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

Show introductory overview and videos of teacher goals and parents recognizing their children’s difficulties.

V. Topic of Day: Promoting Language Development

A. Show introductory narration and pause to highlight children on the spectrum

B. Vignette 1: Child-directed Narrated Play (hexagons)

C. Brainstorm/Buzz: Benefits of teacher & parent child-directed play for children on the spectrum; share how these children’s play is unconventional and different from typical children; share variety of ways these children communicate and how to respond to nonsensical words.

D. Vignette 2: Adding Interactive Interest to Play

E. Buzz: Social sensory likes and dislikes and share sensory routines, songs, and games.

F. Explain use of the “Communication Checklist” by using for Hudson vignette and then complete form for one child and determine child’s communication goals.

G. Vignette 3: Descriptive Commenting & Visual Prompts (playdough)

H. Buzz: Break into pairs to discuss ways they use visual prompts, gestures, and encouraging words in their setting (see handouts).

I. Vignette 4: Child-directed Play and Pre-academic Coaching (hammer and balls)

J. Role Play/Practice: Large group and small group practice descriptive commenting and pre-academic coaching; alter practices according to different children’s communication levels.

K. Vignette 5: Avoiding Question Asking with Nonverbal Children

L. Role Play/Practice: Compare question asking without object vs question asking with object or picture

M. Vignette 6: Joint Play Sharing (bumpy road)

- N. Vignette 7: Encouraging Asking for Help (Amelia opening bottle)
- O. Vignette 8: Encouraging Social Communication – Asking and Answering (milk box refusal to share)
- P. Vignette 9: Encouraging Social Communication – Listening (lunch time sandwiches)
- Q. Vignette 10: Teacher Directed Practices – Asking and Sharing (asking for apples, water)
- R. Role Play/Practice: In triads practice setting up snack practice opportunity for children to ask for what they want and share using prompts and modeling. Explain ABC of behavior learning (see handout of ABC chart).
- S. Vignette 11: Using Snack Talk Cards to Promote Social Communication (favorite toy pictures)
- T. Brainstorm/Buzz: Pair up with buddy to talk about ways to use visual prompts (snack cards) in classroom to enhance social communication.
- U. Vignette 12: Using Snack Cards to Promote Social Communication (favorite characters)
- V. Vignette 13: Snack Menus to Enhance Language (cereal toddlers)
- W. Role Play/Practice: Set up role play with 4 group participants to practice snack menus; one child has no language, one has single words and one has sentences.
- X. Teacher and Parent Reflections Vignettes
- Y. Role Play/Practice: Break up with buddies to practice reading to children using gestures, animations, face-to-face interactions and adapting reading to child's stage of communication.
- Z. Show Teacher Reflections – language development

Key Concepts:

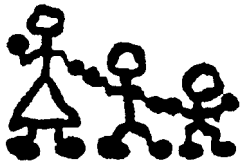
- Value of teachers and parents giving focused child-directed narrated play as a way of promoting joint play and social communication
- Understanding how to get in child's attention spot light and not letting the child exclude parent or teacher
- Appreciating the importance of gesturing, imitation, modeling, and face to face interactions
- Determining appropriate developmental goals and adjusting verbal and nonverbal language according to the children's communication stage
- Using visual prompts and supports such as snack talk cards, signals, and concrete objects to promote social communication and language understanding
- Tailoring pace, amount, and complexity of language modeled according to child's communication stage
- The modeling principle – and importance of positive affect and exaggerated facial responses
- Understand how to set up practices to prompt social communication

VI. Review Practice Activities, Handouts and Set Personal Goals

- Summarize key points
- Spotlighting Key Tips
- Review suggested activities
- Set personal goals by using self-monitoring checklist

VII. Teacher/Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Part One

Sessions 1 & 2

Topic: Promoting Language Development

Vignettes: 1–13, Teacher & Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

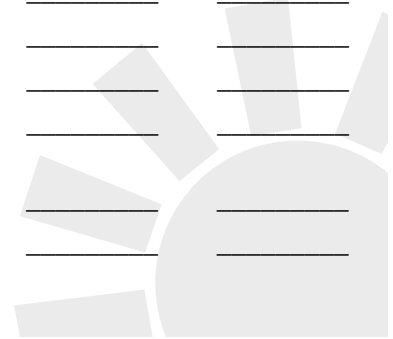
VIGNETTES COVERED: Child-directed Narrated Play:

Intro* 1 2 3* 4 5 6* 7* 8 9 10* 11*
 12* 13 Teacher & Parent Reflections*

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

DID I

| | YES | NO |
|--|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome, make introductions, set goals | _____ | _____ |
| 3. Brainstorm: group ground rules | _____ | _____ |
| 4. Explain format for meetings, program goals, and topics | _____ | _____ |
| 5. Talk about children’s classroom, stage of communication, and play level. Explain Communication Checklist & “How I am Incredible” handout. | _____ | _____ |
| 6. Buzz: social sensory routines, songs, and games | _____ | _____ |
| 7. Buzz: use of visual prompts | _____ | _____ |
| 8. Buzz: child’s likes and dislikes/use of picture choice boards | _____ | _____ |
| 9. Role play/practice: child-directed play & descriptive commenting and how varies according to child’s communication stage | _____ | _____ |
| 10. Break out for “practice” in dyads or triads | _____ | _____ |
| 11. Role Play/Practice: Question asking with and without objects and pictures | _____ | _____ |
| 12. Role Play/Practice: In triads practice setting up practice for children to ask for what they want. | _____ | _____ |
| 13. Buzz: Use of snack cards to promote social communication | _____ | _____ |
| 14. Role Play/Practice: Using snack cards | _____ | _____ |
| 12. Explain importance of practice activities | _____ | _____ |
| 13. Highlight key principles from discussion | _____ | _____ |
| 14. Review this week’s practice activity and participants set personal goals (play record sheet) | _____ | _____ |
| 15. Evaluations | _____ | _____ |



Copy:

Practice Activities for the Week

Behavior Plan Record Sheet: Promoting Language Development

Behavior Plan Record Sheet: Promoting Peer Social Communication

"How I Am Incredible!" Handout

Spotlighting Handouts: Coaching children with limited language; Pre-Academic Coaching for Children with some language; Coaching Language during Reading; Connecting with Children through Music

Buzz: Nonverbal Cues

Buzz: Encouraging Words

Teachers and Parents as "Pre-Acadmic Coaches" Checklist

Communication Checklist with Adults

Communication Checklist with Peers

Sample Activity Choice Cards

Sample Snack Talk Cards - Favorite food or toy, Favorite character

Sample Song Cue Cards

ABC Chart

Self-Evaluation

"Gems" of Program—Reminder of things to pursue next session



Outline—Part Two

Promoting Social Interactions

Session 3

I. Welcome

Greet families.

Review agenda.

II. Report on Practice Activities

Buzz experiences with narrated child-directed play and successes at getting in child's spotlight with modeling, prompting, gesturing, imitation; share experiences using visual cue cards, prompts, and setting up social communication practices.

III. Program Goals and Topic

Give an overview of the topic. (Show introductory narration.)

IV. Topic of Day: Promoting Social Interactions

- A. Show narration to first vignette.
- B. Vignette 1: *Getting in Your Child's Attention Spotlight (balloon)*
- C. Role Play/Practice: In large group choose a participant to demonstrate how to blow up balloon and wait for child to indicate through gestures or words what he wants. Model, blow and wait for response. Once balloon is blown up, teach turn taking through gestures, prompts, modeling and rewards (ABCs).
- D. Vignette 2: *Prompting, Waiting, Asking and Turn Taking (squirrel)*
- E. Buzz: Target social behaviors.
- F. Vignettes 3–8: *Dramatic Play to Prompt Verbal Social Interactions*
- G. Role Play/Practice: Set up dramatic play practice with groups of four to help one reluctant child respond to initiations and to initiate social communication and share in joint play.
- H. Buzz: In groups of 3–4, teachers work on a behavior plan record sheet for helping a target child learn target social skills and social communication.
- I. Vignettes 9–11: *Coaching Amelia with 2 children (play dough)*
- J. Role Play/Practice: Set up practice with 3 children and one teacher with play dough. Encourage children to participate in a joint activity.
- K. Understanding the ABCs of behavior change.

Key Concepts:

- Understanding how to model, prompt, and coach children’s social skills.
- Understanding the ABCs of behavior change.
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Encourage back and forth communication by pausing to wait for child’s response or signal before giving child what he/she wants.
- Understanding how to use intentional coaching communication.
- Understanding how to set up drama pretend play and cooperative play activities with 3 children to teach them to cooperate in joint play and work together.
- Setting up behavior plans for individual children for target social coaching.

V. Review Practice Activities, Handouts and Set Personal Goals

Summarize Key Points.

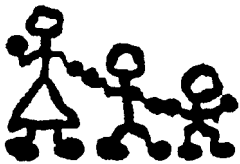
Spotlighting Key Tips.

Review suggested activities.

Set personal goals by using self-monitoring checklist.

VI. Teacher/Parent Evaluations

VII. Closing



LEADER CHECKLIST

Part Two

Session 3

Topic: Promoting Social Interactions

Vignettes: 1–11

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

Intro* 1 2* 3* 4* 5 6 7* 8* 9* 10 11A
11B

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

| DID I | YES | NO |
|--|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review practice activities, elicit reactions | _____ | _____ |
| 3. Discuss ABCs of behavior change | _____ | _____ |
| 4. Role Play/Practice: ABCs of behavior change and partial modeling with balloon | _____ | _____ |
| 5. Buzz: Target social behavior | _____ | _____ |
| 6. Role Play/Practice: dramatic play with three children/teacher | _____ | _____ |
| 7. Buzz: Group 3-4 teachers to work on behavior plan | _____ | _____ |
| 8. Role Play/Practice: cooperative play activity (playdough) | _____ | _____ |
| 9. Highlight key principles from discussion | _____ | _____ |
| 10. Explain this week’s practice activity, set goals | _____ | _____ |
| 11. Evaluations | _____ | _____ |

Copy:

- Practice Activities for the Week
- Behavior Plan Record Sheet: Peer Social Coaching
- Spotlighting: Coaching children’s social peer interactions, Facilitating children’s social learning
- Brainstorm/Buzz: Social Coaching, Dramatic Play
- Teacher-Child Social Coaching (Levels 1-3)

Self-Evaluation

“Gems” of Program—Reminder of things to pursue next session





Outline—Part Two

Promoting Social Interactions cont'd

Session 4

I. Welcome

Greet families.

Review agenda.

II. Report on Practice Activities

Buzz experiences with dramatic play and setting up cooperative practices using modeling, prompting and praising strategies.

III. Program Goals and Topic

Give an overview of the topic.

IV. Topic of the Day: Promoting Social Interactions

- A. Review prior session learning.
- B. Vignette 12: *Encouraging helping behaviors (Amelia)*
- C. Buzz: Practices to promote helping, sharing, and social communication.
- D. Vignette 13: *Using Books to Teach Social Skills*
- E. Role Play/Practice: Pair up participants to practice reading to a child using face to face reading with prompts, gestures and modeling to promote social communication and back and forth joint interaction.
- F. Vignette 14–15: *Using Play Scripts to Promote Joint Play (racing cars)*
- G. Buzz: Break into pairs to plan picture scripts they could use with children.
- H. Vignette 16–17: *Using Play Scripts to Learn New Play Options (snowman)*
- I. Buzz: Pair participants to share ways they could encourage Hudson to be involved in joint play with Peyton.
- J. Vignettes 18 A, B, C, D: *Social Coaching on the Playground*
- K. Role Play/Practice: Re-enact playground scene with visual cue cards.
- L. Buzz: Sensory physical routine to promote social interactions.
- M. Vignettes 19–23: *Practice Exercises (baby care)*
- N. Buzz: Break up into pairs to discuss rewards and picture choice rewards for target children.
- O. Buzz: In pairs, talk about selected children who may need slightly more structured play practice activities. Afterwards, in groups of four re-enact one of the scenes (taking care of baby, pizza making, pop up pirate, fishing game).
- P. Show *Teacher and Parent Reflections*

Key Concepts:

- Understanding how to model, prompt, and coach children’s social behaviors (waiting, helping, sharing) and social communication.
- Understanding the ABCs of behavior change.
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Understanding how to use picture play scripts to promote joint play.
- Understanding how to set up more structured play scenarios with picture cue cards and rewards to help two children practice social skills.

VI. Review Home Activities, Handouts and Set Personal Goals

Summarize Key Points.

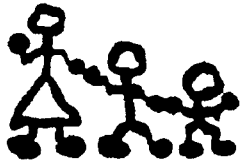
Spotlighting Key Tips.

Review suggested activities.

Set personal goals for using self-monitoring checklist.

VII. Teacher/Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Part Two

Session 4

Topic: Promoting Social Interactions

Vignettes: 12-23, Teacher Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro 12 13 14 15 16 17 18A 18B 18C 18D 19 20
 21 22 23 Teacher Reflections

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

| DID I | YES | NO |
|--|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review practice activities; elicit reactions & experiences (to using ABCs, dramatic play, cooperative play practices) | _____ | _____ |
| 3. Buzz: ways to promote helping behavior | _____ | _____ |
| 4. Practice interactive reading skills (large & small group) | _____ | _____ |
| 5. Buzz: picture scripts | _____ | _____ |
| 6. Practice social coaching on playground | _____ | _____ |
| 7. Buzz: Rewards for target children | _____ | _____ |
| 8. Buzz: Planning for more structured practices | _____ | _____ |
| 9. Highlight key principles from participants' discussion | _____ | _____ |
| 10. Explain this week's practice activity & set goals | _____ | _____ |
| 11. Evaluations | _____ | _____ |

Copy:

Practice Activities for the Week

Behavior Plan Record Sheet: Peer Social Coaching

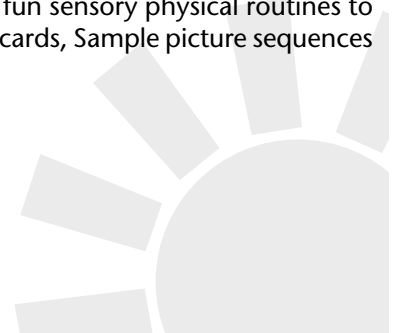
Spotlighting Handouts: Coaching children's social peer interactions, Using fun sensory physical routines to motivate social interactions, Sample picture play sequences, Sample reward cards, Sample picture sequences (animals)

Building Blocks for Reading with CARE with preschoolers

Tips for Using Puppets

Self-Evaluation

"Gems" of Program—Reminder of things to pursue next session





Outline—Part Three

Promoting Emotion Literacy and Self-Regulation

Sessions 5 & 6

I. Welcome

Review Agenda.

II. Report on Practice Activities

Buzz experiences using books to teach social skills and communication; using play scripts to promote joint play and use of social coaching and/or play scripts on the playground; experiences with slightly more structured play practice scenarios (e.g., taking care of baby).

III. Program Goals and Topic

Give an overview of topic. (Show introductory narration.)

IV. Topic of the Day: Promoting Emotion Literacy and Self-Regulation

- A. Show narration of first vignette.
- B. Vignette 1: *Using Pictures to Teach Emotions*
- C. Vignettes 2–3: *Reading to Build Emotion Literacy*
- D. Role Play/Practice: Pair up participants to practice face to face reading using emotion coaching and partial prompts.
- E. Buzz: Break into pairs to share key emotion words and ways to teach emotion language through books and pictures.
- F. Vignette 4: *Modeling, Naming and Prompting Emotion*
- G. Role Play/Practice: Large group demonstrate emotion coaching and break into small groups for further practice.
- H. Brainstorm: Show feeling cards and discuss ways to use feeling cards and demonstrate.
- I. Vignettes 5–6: *Self-regulation*
- J. Role Play/Practice: In small groups or pairs, practice teaching self-regulation skills such as blowing out candle and smelling flower (use pictures cards).
- K. Vignettes 7–8: *Using Puppets in Pretend Play*
- L. Role Play/Practice: Break into pairs or triads to practice using puppets to teach self-regulation skills such as breathing, happy place visualization, and positive self-talk.
- M. Buzz: Break out with buddy to share ideas for teachers or parents staying calm with children and modeling self-reflection strategies.
- N. Buzz: Break out with buddy to share ideas for using puppets to promote social and language skills.
- O. Vignette 9: *Managing Frustration with Words*
- P. Vignettes 10 (A, B)–12: *Using the Calm Down Thermometer to Help Tiny*

- Q. Role Play/Practice: Large group demonstration of using thermometer to teach child calm down skills followed by small group practices.
- R. Vignettes 13–14
- S. Role Play/Practice: In large group demonstrate ignoring followed by teaching calm down strategy when the child is calmer.
- T. *Show Teacher and Parent Reflections and Series Summary*

Key Concepts:

- Emotion coaching promotes children’s emotion language skills and empathy.
- Emotion language is a precursor to self-regulation.
- The “Attention Rule” – the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions.
- Learning how to combine emotion coaching with social coaching.
- Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.
- Understanding how to use pretend play and puppets to practice self-regulation skills.
- Practicing using the Calm Down Thermometer to teach skills.
- Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images).
- Understanding when the ignore strategy is a better response.
- Importance of modeling self-control and calm down strategies.

VI. Review Home Activities, Handouts and Set Personal Goals

Summarize Key Points.

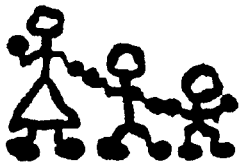
Spotlighting Key Tips.

Review suggested activities.

Set personal goals for using self-monitoring checklist.

VII. Teacher/Parent Evaluations

VIII. Closing



LEADER CHECKLIST

Part Three

Sessions 5 & 6

Topic: Promoting Emotion Literacy and Self-Regulation
Vignettes: 1–14, Teacher & Parent Reflections, Summary

SITE: _____ DATE: _____

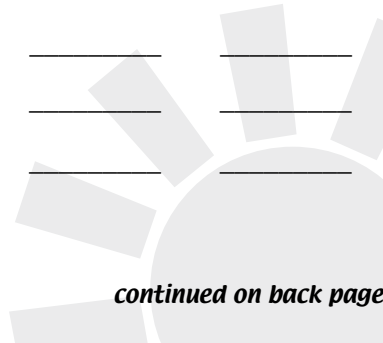
LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

Intro 1 2 3 4 5 6 7 8 9 10 11 12
 13 14 Teacher & Parent Reflections

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

| DID I | YES | NO |
|--|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review practice activities; elicit reactions & experiences to social coaching | _____ | _____ |
| 3. Role Play/Practice: reading with emotion coaching and partial prompts | _____ | _____ |
| 4. Buzz: emotion words and picture card use | _____ | _____ |
| 5. Role play/practice: emotion coaching (large groups) | _____ | _____ |
| 6. Role play/practice: social and emotion coaching (dyads/triads) and using feeling picture cards | _____ | _____ |
| 7. Role play/practice: Pair practice of self regulation skills and using picture cards | _____ | _____ |
| 8. Role play/practice: Using puppets to teach self regulation skills | _____ | _____ |
| 9. Role play/practice: Using Calm Down Thermometer | _____ | _____ |
| 10. Discuss emotions/behaviors to ignore and when to give attention to and prompt self regulation strategy | _____ | _____ |
| 11. Highlight key principles from discussion | _____ | _____ |
| 12. Explain this week's practice activity, set personal goals | _____ | _____ |
| 13. Evaluations | _____ | _____ |



continued on back page

Copy:

Practice Activities for the Week

Behavior Plan Record Sheet: Emotion Coaching, Coaching Self-Regulation,
Teaching Emotion Self Regulation

Spotlighting Handouts: Emotion Coaching, Self-Regulation Coaching,
Coaching children's self-regulation skills, Teachers and Parents as
Emotion Coaches, Sample self-regulation cue cards, Scenarios for
teaching children emotion self-regulation skills

Calm Down Thermometer Handout

Brainstorm/Buzz: Promoting self-regulation, Emotion literacy

Getting in Your Child's Attention Spotlight to Promote Social, Emotional, and Language Development

Self-Evaluation

"Gems" of Program

