

A light gray sunburst graphic with several rays emanating from a central semi-circle.

*Appendix*



## *Important Notes to Remember*



**NOTE:** The evaluations, forms, and participant certificate in this section may be kept as master copies and photocopied for reuse with your groups. All copyright information must be maintained and you may not alter any of the content on these materials.

These forms are also available on our website, [www.incredibleyears.com](http://www.incredibleyears.com) (in *Group Leader Resources* section).



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**Helping Preschool Children with Autism Program**  
**Self-Monitoring Checklist**  
**Children 2-5 Years**

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week. (This checklist is kept in a file folder for each parent.)

Name: \_\_\_\_\_

<b>Sessions 1 &amp; 2: Promoting Language Development</b>	<b>Goals I met:</b>
My goal for the coming weeks:	
Read Chapters 1, 2, & 3 in <i>Helping Preschool Children with Autism: Parents and Teachers As Partners</i>	
Review my goals for myself and children	
Play using child-directed approach with descriptive commentary, imitation, and repetition	
Use non-verbal signals or visual prompts with verbal communication	

<b>Session 3: Promoting Social Interactions</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapters 4 & 6 in <i>Helping Preschool Children with Autism: Parents and Teachers As Partners</i>	
Review my goals for myself and children	
Play using peer social coaching methods and dramatic play experiences with 2-3 children	
Model and prompt social skills such as sharing and turn taking	

<b>Session 4: Promoting Social Interactions</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapters 6 & 10 in <i>Helping Preschool Children with Autism: Parents and Teachers As Partners</i>	
Play using pretend play with puppets or props with 2-3 children	
Use the ABC sequence	
Practice using intentional commentary to promote child's awareness of other children	

<b>Session 5: Promoting Emotion Literacy and Self-Regulation</b>	<b>Goals I met:</b>
My goal for the coming weeks:	
Read Chapters 5 & 7 in <i>Helping Preschool Children with Autism: Parents and Teachers As Partners</i>	
Use emotion coaching during play	
Teach children some self-regulation skills (e.g., calm down thermometer, breathing, happy thoughts)	

<b>Session 6: Promoting Emotion Literacy and Self-Regulation</b>	<b>Goals I met:</b>
My goal for the coming weeks:	
Read Chapters 8 & 9 in <i>Helping Preschool Children with Autism: Parents and Teachers As Partners</i>	
Use emotion coaching during play	
Use visuals (schedules, rules, and command cards), wait for a response and praise compliance. Ignore misbehavior and redirect. Use ABCs	

## Helping Preschool Children with Autism Program Collaborative Process Checklist

(Supplemental form)

This checklist is designed as a supplement/addendum to the full Teacher Group Leader Collaborative Process Checklist. See web site <http://www.incredibleyears.com/resources/gl/teacher-program/> for full checklist.

Leader Self-Evaluation (name): \_\_\_\_\_

Co-leader Evaluation: \_\_\_\_\_

Certified Trainer/Mentor Evaluation: \_\_\_\_\_

Date: \_\_\_\_\_

Session Topic: \_\_\_\_\_

### ASSESS CHILD'S DEVELOPMENTAL LEVEL

*Did the leader(s):*

**YES    NO    N/A**

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Ask teachers in first session to complete assessment checklists on their children's communication stage (doesn't understand or is uninterested in verbal language, uses physical gestures to communicate, uses visual prompts, makes sounds, uses one word, echolalic, complete sentences etc.)? | _____ | _____ | _____ |
| 2. Understand each individual child's unique play developmental level (no play, repetitive play, unconventional play, functional play, pretend play, rules based play)?   | _____ | _____ | _____ |
| 3. Explore with teachers children's sensory motor needs (likes and dislikes inventory)?   | _____ | _____ | _____ |
| 4. Help teachers have a realistic understanding of each child's developmental abilities and short term goals?   | _____ | _____ | _____ |

### EXPAND TEACHERS' ABILITY TO ENGAGE CHILDREN IN VERBAL AND NONVERBAL COMMUNICATION

*Did the leader(s):*

- |   |             |                |                 |                      |
|---|-------------|----------------|-----------------|----------------------|
| 1. Help teachers understand how to use gestures, visual helpers and pictures and concrete objects to enhance interpersonal communication? |             |                |                 |                      |
| 1<br>Never  | 2<br>Rarely | 3<br>Sometimes | 4<br>Frequently | 5<br>Very Frequently |
| 2. Work with teachers to know when to physically guide their children's hands and movements to respond to their suggestions and requests? |             |                |                 |                      |
| 1<br>Never  | 2<br>Rarely | 3<br>Sometimes | 4<br>Frequently | 5<br>Very Frequently |

3. Help teachers learn to communicate with their children by simplifying language according to each child's language level, slowing down their rate of talking, stressing & exaggerating key words with enthusiasm and gestures, and using repetition and modeling?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Help teachers make activity choice boards and picture schedules of daily activities?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**HELP TEACHERS UNDERSTAND THE PRINCIPLES OF BEHAVIOR CHANGE**

*Did the leader(s):*

1. Help teachers understand the ABC'S to bring about teaching learning opportunities for children to learn news skills and behaviors?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Help teachers to gently persist with interactions with children using motivating antecedents and prompting children to replace unwanted negative behaviors (which are ignored) with positive social behaviors to get what they want?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Help teachers understand the importance of modeling, prompting and imitating children's targeted behavior goals during child-directed play and other social interaction times?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Help teachers understand how to use "prompt fading" to develop more independent behavior?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

5. Help teachers understand how to get in children's attention spotlight in order to engage child in learning opportunities?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently



6. Help teachers identify key rewards which will motivate or cue their children's positive communicative behavior?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

7. Help teachers ignore unwanted behaviors while holding back on what child wants and only rewarding his/her behavior after behaving in desired way?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

**EXPAND TEACHERS' ABILITY TO TEACH THEIR CHILDREN SOCIAL SKILLS AS WELL AS BUILD THEIR EMOTION LITERACY, SELF-REGULATION, AND CALM DOWN STRATEGIES**

*Did the leader(s):*

1. Increase teacher understanding how to use social and emotional coaching with children during play interactions; individualize according to child's developmental and communication level?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

2. Increase teacher understanding how to teach their children self-regulation and calm down strategies; and making use of visual cue self-regulation cards for this teaching?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

3. Teach teachers how to prompt and partially prompt children's verbal and nonverbal social interactions and communication during play times and games?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

4. Help teachers use dolls and doll clothing, stuffed animals, fake food, tea sets, wash clothes, hair brushes, toothbrushes, etc. to practice conventional self-care and actions such as getting ready for bed, washing, dressing, and eating?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

5. Help teachers be aware of how the environment can be used to increase or reduce a child's level of arousal (e.g., use of lights, tactile and sensory activities)?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
------------	-------------	----------------	-----------------	----------------------

**INDIVIDUALIZE ROLE PLAY PRACTICE FOR TEACHERS**

*Did the leader(s):*

- Engage in role plays which are individually tailored according to individual children’s developmental abilities and language skills. These should include use of visual prompts, gestures, imitation, simple language, songs and interactive reading with books?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- Increase focus on role play practice involving pretend play such as the use of puppets, character objects and imaginary worlds?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- Support teachers understanding of the importance of predictable routines and what behaviors can be ignored?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- Set up some individual coaching times (at school) between teachers and their children in order to give them feedback on their coaching methods during play times?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**BUILD TEACHERS’ UNDERSTANDING OF CHILDREN’S WORLD VIEW**

*Did the leader(s):*

- Help teachers know how to get in their children’s attention spotlight?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- Help teachers be aware of children’s sensory likes and dislikes (auditory, visual, tactile, smell taste/oral, proprioception [body space/balance/need for movement or stillness]).

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

- Help teachers develop empathy for their children’s unique world view?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**BUILD TEACHERS' SUPPORT NETWORKS***Did the leader(s):*

1. Allow time during group sessions for teachers to support each other and to share personal experiences and difficulties in order to build social support in group and reduce stress?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Emphasize teachers supporting each other and sharing successful strategies.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Help teachers understand the importance of partnering with parents to provide consistent approaches at home and school and collaborative behavior plans?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**Additional Comments:**



# Incredible Years Buzz!



**Leader's Name:**

**E-mail:**

**Date:**

**Check what we've accomplished!**

**Child Directed Play**

**Preacademic Coaching**

**Persistence Coaching**

**Social Coaching**

**Emotion Coaching**

**Pretend & Puppet Play**

**Interactive Reading**

**Self-Praise**

**Praise & Rewards**

**Songs & Gestures**

**Self-Care**

**Using Visual Cue Cards**

**Social, Sensory Likes**

**Limit Setting**

**Ignore, Redirect & Distract**

**Staying Calm**

**Getting Support**

**Teach Children to Calm Down & Self-Regulate**

**Practice Exercises**

## Reminders

*Get in your child's attention spotlight*



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## Principles

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## Personal Goals and Planned Practices



*Helping Preschool Children with Autism Program  
Participant Weekly Evaluations*

Name \_\_\_\_\_ Session \_\_\_\_\_ Date \_\_\_\_\_

1. The video vignettes were:

not helpful                      neutral                      helpful                      very helpful

2. The content of the session was:

not helpful                      neutral                      helpful                      very helpful

3. The group leader's teaching and leadership skills were:

not helpful                      neutral                      helpful                      very helpful

4. The group discussion and interaction was:

not helpful                      neutral                      helpful                      very helpful

5. The use of practice exercises in the group was:

not helpful                      neutral                      helpful                      very helpful

6. The suggested practice activities and readings between sessions were:

not helpful                      neutral                      helpful                      very helpful

Additional comments:

(continue on back)

## Final Participant Satisfaction Questionnaire Helping Preschool Children with Autism Program

(To be completed at end of the program)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* Program that you have participated in. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

### A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point as a result of participating in this program.

1. I feel that the approach used to strengthen children's social and emotional behaviors in this program is

very inappropriate      inappropriate      slightly inappropriate      neutral      slightly appropriate      appropriate      greatly appropriate

2. My overall feelings about my personal progress using social coaching strategies are

very pessimistic      pessimistic      slightly pessimistic      neutral      slightly optimistic      optimistic      very optimistic

3. My overall feelings about my personal progress using the emotion coaching strategies are

very pessimistic      pessimistic      slightly pessimistic      neutral      slightly optimistic      optimistic      very optimistic

4. The effects of using the self-regulation strategies and imaginary pretend play skills with the children are

considerably worse      worse      slightly worse      the same      slightly improved      improved      greatly improved

5. The children's social and emotional skills are

considerably worse      worse      slightly worse      the same      slightly improved      improved      greatly improved

6. The children’s pre-academic skills for language, reading readiness, and persistence at a task are

considerably worse      worse      slightly worse      the same      slightly improved      improved      greatly improved

7. Would you recommend the program to another teacher or parent?

strongly not recommend      not recommend      slightly not recommend      neutral      slightly recommend      recommend      strongly recommend

8. My overall feeling about achieving my goals is

very negative      negative      slightly negative      neutral      slightly positive      positive      very positive

## B. Teaching Format

### Usefulness

*In this section, please indicate how useful each of the following types of teaching are for you now. Please circle the response that most clearly describes your opinion.*

1. Content of information presented was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

2. Using the video vignettes to demonstrate coaching skills was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

3. Group discussion of behavior change and communication strategies was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

4. Use of practice or role plays during group sessions was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

5. Practicing social, emotion coaching and pretend play skills *between* sessions was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

6. Weekly handouts (e.g., spotlighting tips & others) were

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

7. Reading chapters from the *Incredible Teachers, Incredible Toddlers* or *Incredible Years* book was  
extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

### **C. Specific Techniques**

#### **Usefulness**

*In this section, please provide your ideas of how useful each of the following techniques is in improving your interactions with children. Please circle the response that most accurately describes the usefulness of the technique.*

##### **1. Narrated child-directed play**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **2. Pre-academic coaching**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **3. Social coaching**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **4. Emotion coaching**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **5. Using pretend play and puppets**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **6. Using emotional self-regulation skills**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **7. Using praise and rewards**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess

##### **8. Using nonverbal communication strategies**

extremely useess                      useless                      slightly useess                      neutral                      somewhat useess                      useful                      extremely useess



**D. Evaluation of Group Leaders**

Please answer the following questions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 \_\_\_\_\_

(name)

1. The leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 \_\_\_\_\_

(name)

1. The leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

### **E. Parent/Teacher Group**

*In this section, please answer the following questions about your group. Please circle the response that describes how you feel.*

1. I feel the group was

very		somewhat	neutral	somewhat		very
unsupportive	unsupportive	unsupportive		supportive	supportive	supportive

2. Concerning other group members' interest in my situation, I felt they were

very		somewhat	neutral	somewhat		very
uninterested	uninterested	uninterested		interested	interested	interested

3. I would like to keep meeting as a group

YES          NO

4. How likely is it that you will continue meeting with one or more of the participants in your group?

highly		somewhat	neutral	somewhat		very
unlikely	unlikely	unlikely		likely	likely	likely

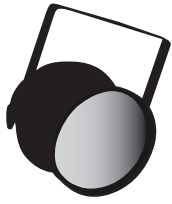
### **F. Your Opinion**

1. How could the program have been improved to help you more?

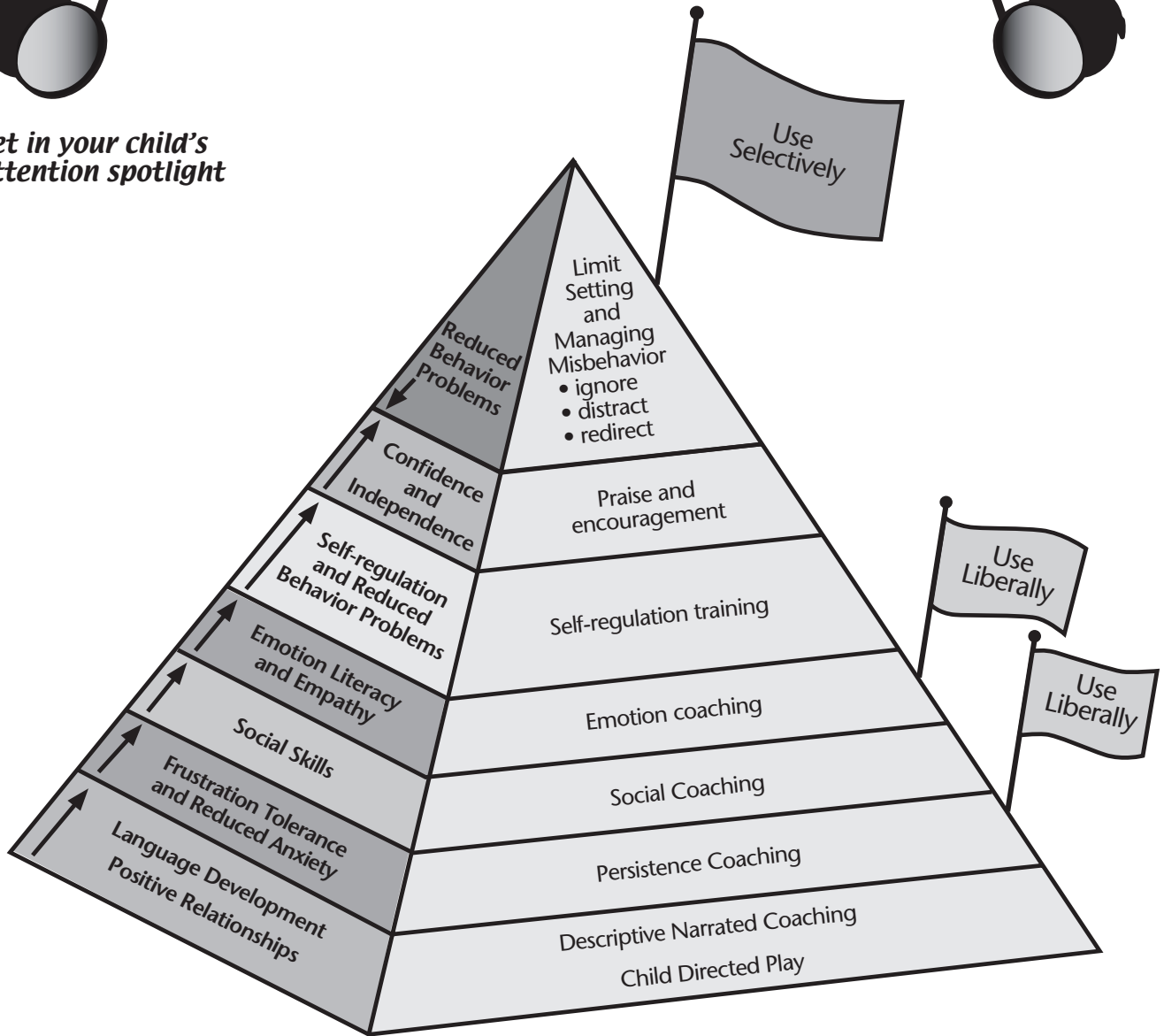
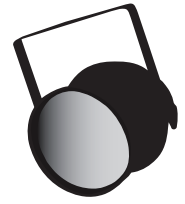
2. At this time do you feel the need for additional assistance? Please elaborate.

3. What did you see as the main benefit of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* program?

Thank you for your patience in filling out all of these questionnaires. Your input is very much appreciated, and really helps us to plan future programs.



Get in your child's attention spotlight



## Autism Program Pyramid



## Content and Objectives of the Helping Preschool Children with Autism: Teachers and Parents as Partners Program

### Part One: Promoting Language Development

- 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 spotlight and not letting the child exclude parent or teacher.
- Appreciating the importance of gesturing, imitation, modeling, and face to face interactions.
- Assessing child's sensory likes (and dislikes) and developing sensory routines, songs and games to motivate the child's communication.
- Using communication checklist with adults and peers to determine child's communication goals.
- 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.
- Understanding how to set up practices to prompt social communication.

### Part Two: Promoting Social Interactions

- 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.
- Understanding how to model, prompt, and coach children's social behaviors (waiting, helping, sharing) and social communication.
- 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.

**Part Three: Promoting Emotion Literacy and Self-Regulation Skills**

- 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 calm down 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 than giving the behavior attention.
- Importance of modeling self-control and calm-down strategies for children.

# Assessing Children's Play and Language Levels

## Level One



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b> <i>(e.g., partnered or single; level of support; siblings; depressed mom)</i>	
<b>Language Level</b> <i>(e.g., screams, grunts, no signing, no babbling)</i>	
<b>Play Level</b> <i>(e.g., grabs toys, not interested in other children)</i>	
<b>Sensory Likes</b> <i>(auditory, visual, tactile, smell, taste/oral, proprioception)</i>	
<b>Sensory Dislikes</b> <i>(e.g., upset with loud noise, loves running and being thrown)</i>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<b>Goals for Parents</b>	<b>Goals for Child</b>

# Assessing Children's Play and Language Levels

## Level Two



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b>	
<b>Language Level</b>	
<i>(e.g., no spoken language, can point, leads parent by hand, vocalizes)</i>	
<b>Play Level</b>	
<i>(e.g., plays alone, anxious and withdrawn)</i>	
<b>Sensory Interests</b>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<b>Goals for Parents</b>	<b>Goals for Child</b>

# Assessing Children's Play and Language Levels

## Level Three



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b>	
<b>Language Level</b>	
<i>(e.g., short phrases, 3-4 words, lots of sounds, delayed echoes, gestures)</i>	
<b>Play Level</b>	
<i>(e.g., simple pretend play, aggressive with peers)</i>	
<b>Sensory Interests</b>	
<i>(e.g., upset with loud noise, loves running and being thrown)</i>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<i>(e.g., escapes to avoid demands, easily overstimulated)</i>	
<b>Goals for Parents</b>	<b>Goals for Child</b>



## *How I am Incredible!*

Family Structure and Support:

My Language Level (*e.g., no spoken language, visual language, 1-2 words, echolalic, good language*):

My Play Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but inappropriate*):

My Sensory Likes (*e.g., trucks, swinging, music, water play, bananas*):

My Sensory Dislikes (*e.g., loud noises, certain smells*):

My Teacher's Goals for Me: (*e.g., make a friend, more words, follow directions*):

## ***How I am Incredible!***

The "***How I am incredible!***" handout is used to help teachers share information about their student's developmental level including language and play level, and sensory likes and dislikes. In addition, teachers share their goals for their students. This form is completed in the first IY teacher group meeting and helps the group leader and other teachers learn about the students in the group. During the first workshop teachers jot down what they know about their student at that time and share it with other teachers. At subsequent meetings, teachers add details about their student's specific developmental needs and make notes of any new discoveries they are making as they engage in child-directed play, coaching and develop strategies that they find helpful in supporting their goals. This form is also referred to by IY group leaders when tailoring role play practices geared towards each child's unique developmental level and language level. It is recommended that the template for this form be copied onto a large flip chart page, one for each student, and then placed on the wall so that it can be easily added to each week. It is also fun to put a picture of each child at the top of the roof so everyone can get to know each other's incredible student.

### Sample "How I am Incredible!" form for Hudson

My support people:

Hudson.. 3 years old 9 months

Family.. father primary caregiver; mother works full time; no other siblings

My Language Level (*e.g., no spoken language, visual language, 1-2 words, echolalic, good language*):

Limited eye contact

Points to visual

Sometimes echo's what is said

Nods agreement –responds to verbal partial prompts for food & preferred toys

Does not talk to peers and withdraws from their verbal overtures

My Play Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but inappropriate*):

Some functional solo play – cars

Play repetitive with no variation

Doesn't seem interested and/or is anxious with peers

Supported with play scripts reluctantly

Reciprocal play with one child can be encouraged with social coaching, prompts & imitation (2 peers is too much stimulation and he withdraws)

My Sensory Likes (*e.g., trucks, swinging, music, water play, bananas*):

Enjoys spinning, being swung in a blanket

Loves small skittles and will work for them

Avoids social interaction

Flaps when excited

Withdraws in certain social situations - pulls clothing over head and is anxious

My Sensory Dislikes (*e.g., loud noises, certain smells*):

Doesn't like loud noises

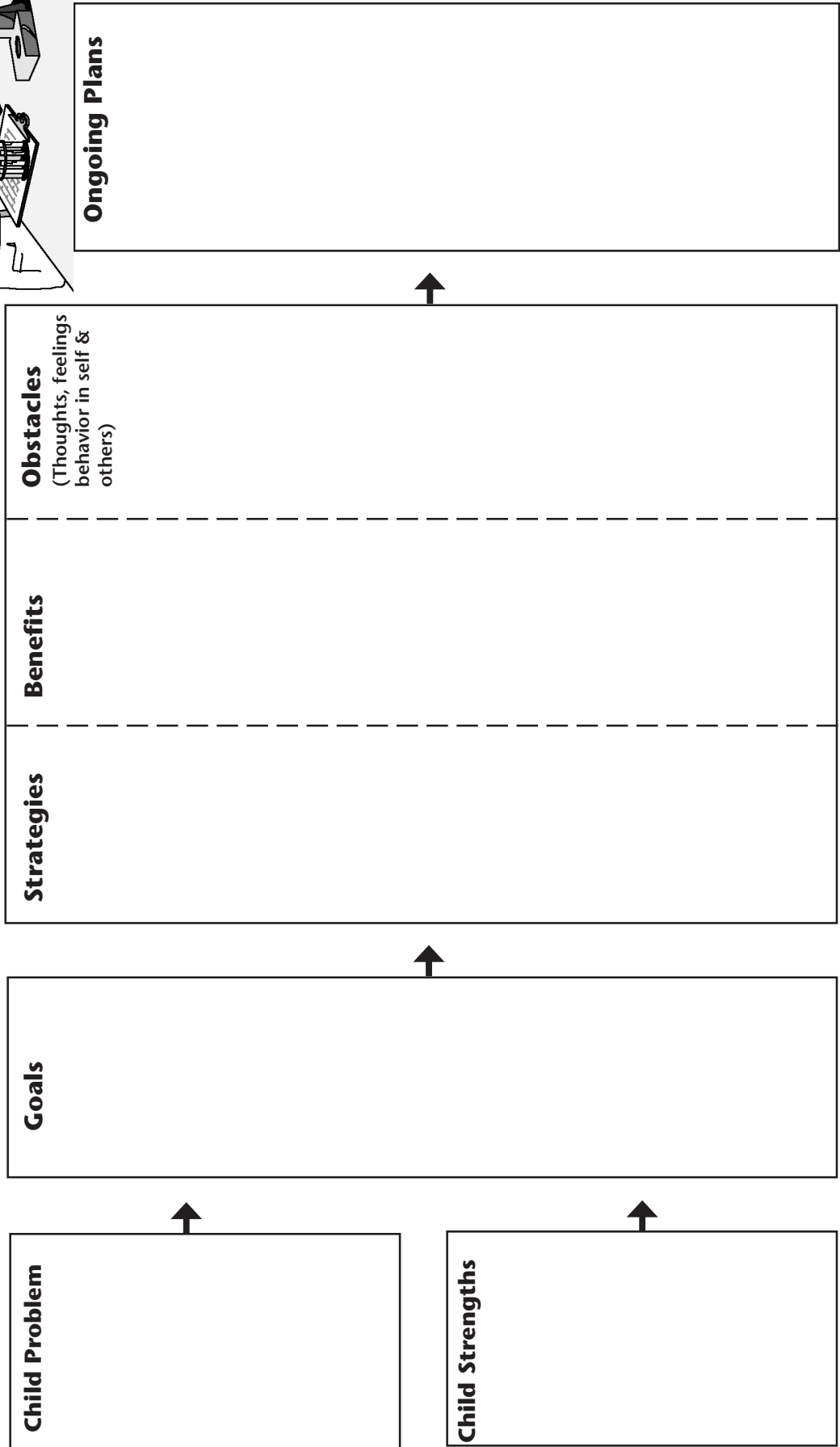
Upset when routine changes or his asked to stop spinning

My Parent's Goals for Me: (*e.g., make a friend, more words, follow directions*):

**Sample “How I am Incredible!” form for Amelia**

<p>My support people:</p> <p>AMELIA’S FAMILY          ~ 2 parents, younger toddler sibling,          supportive parents</p>	<p>My Language Level (<i>e.g., no spoken language, visual language, 1-2 words, echolalic, good language</i>):</p> <p>Responds to greetings from parents          Speaks in 3-4 word sentences when prompted at centre. Does not initiate verbal exchanges with other children and does not respond to their overtures          No emotion language</p>
<p>My Play Level (<i>e.g., play alone, anxious or withdrawn, want to initiate play with others but don’t know how, initiate but inappropriate</i>):</p> <p>Some parallel play          Needs adult support to model and prompt co-operative play with 1-2 peers or sibling          Limited self directed social interaction with peers          Interested in peers</p>	<p>My Sensory Likes (<i>e.g., trucks, swinging, music, water play, bananas</i>):</p> <p>Likes play dough, reading books, games, puppets, running and jumping          Likes long, thin plant leaf which is with her constantly and she spins it          Joins mat times, sits with others in classroom          Does not like fine motor activities (some delays)</p>
<p>My Sensory Dislikes (<i>e.g., loud noises, certain smells</i>):</p> <p>does not like fine motor activities</p>	<p>My Parent’s Goals for Me: (<i>e.g., make a friend, more words, follow directions</i>):</p>

# Teachers Thinking Like Scientists



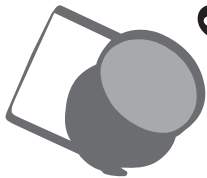


# Teachers Thinking Like Scientists

**Child Problems**

**Child Strengths**

**Goals**



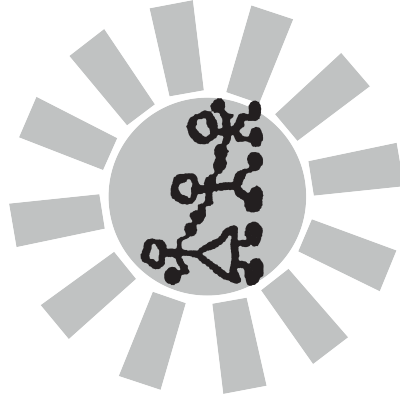
# Certificate

## *of Participation and Successful Completion in*

**The Incredible Years®**

**Helping Preschool Children with Autism: Teachers and  
Parents as Partners program**

*Developed by Carolyn Webster-Stratton, Ph.D*



\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Group Leader

\_\_\_\_\_  
Group Leader

