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## ***Autism Spectrum & Language Delays Group Leader Consultation Day***

### ***Workshop Guide***

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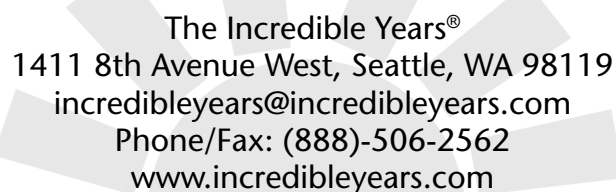
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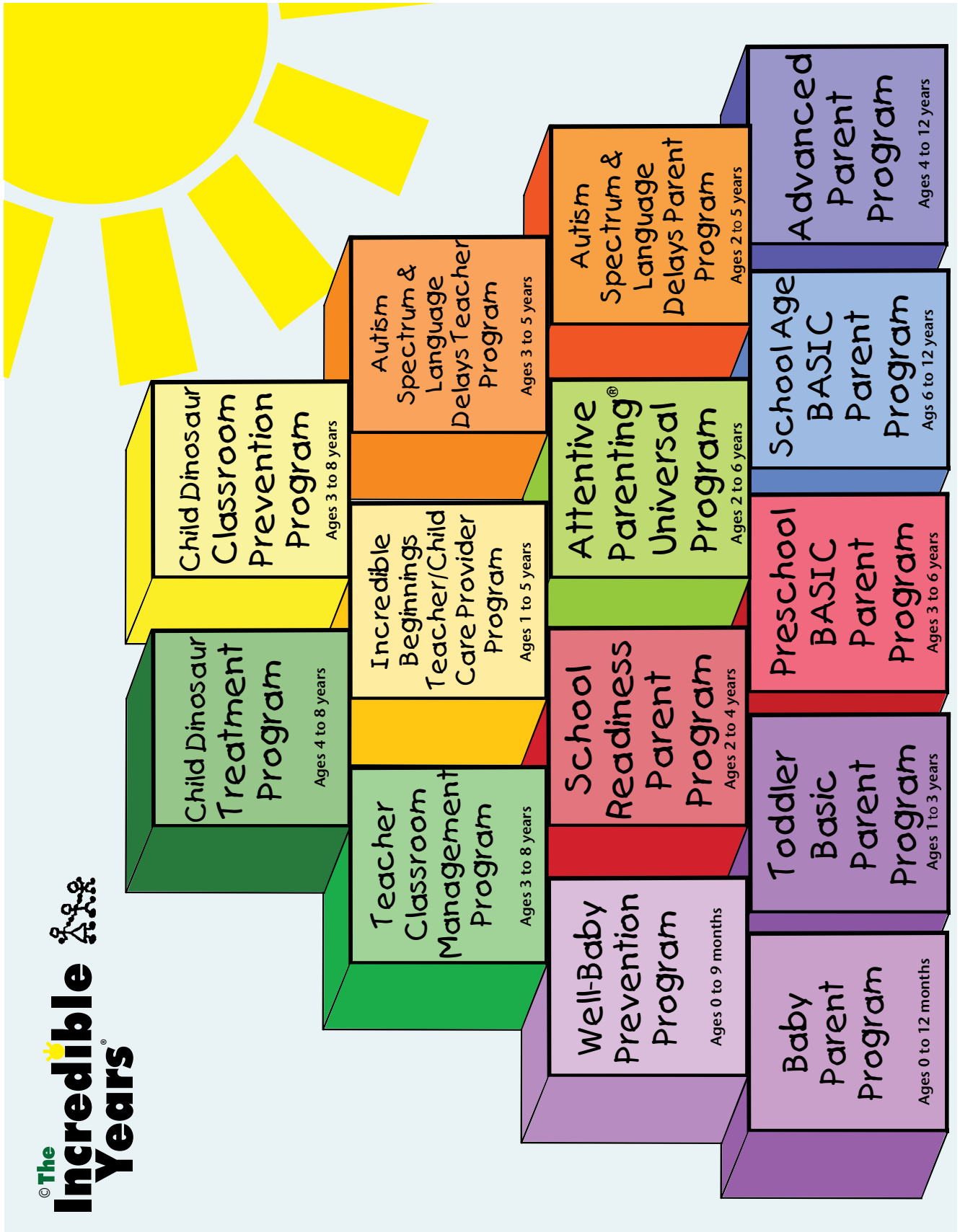
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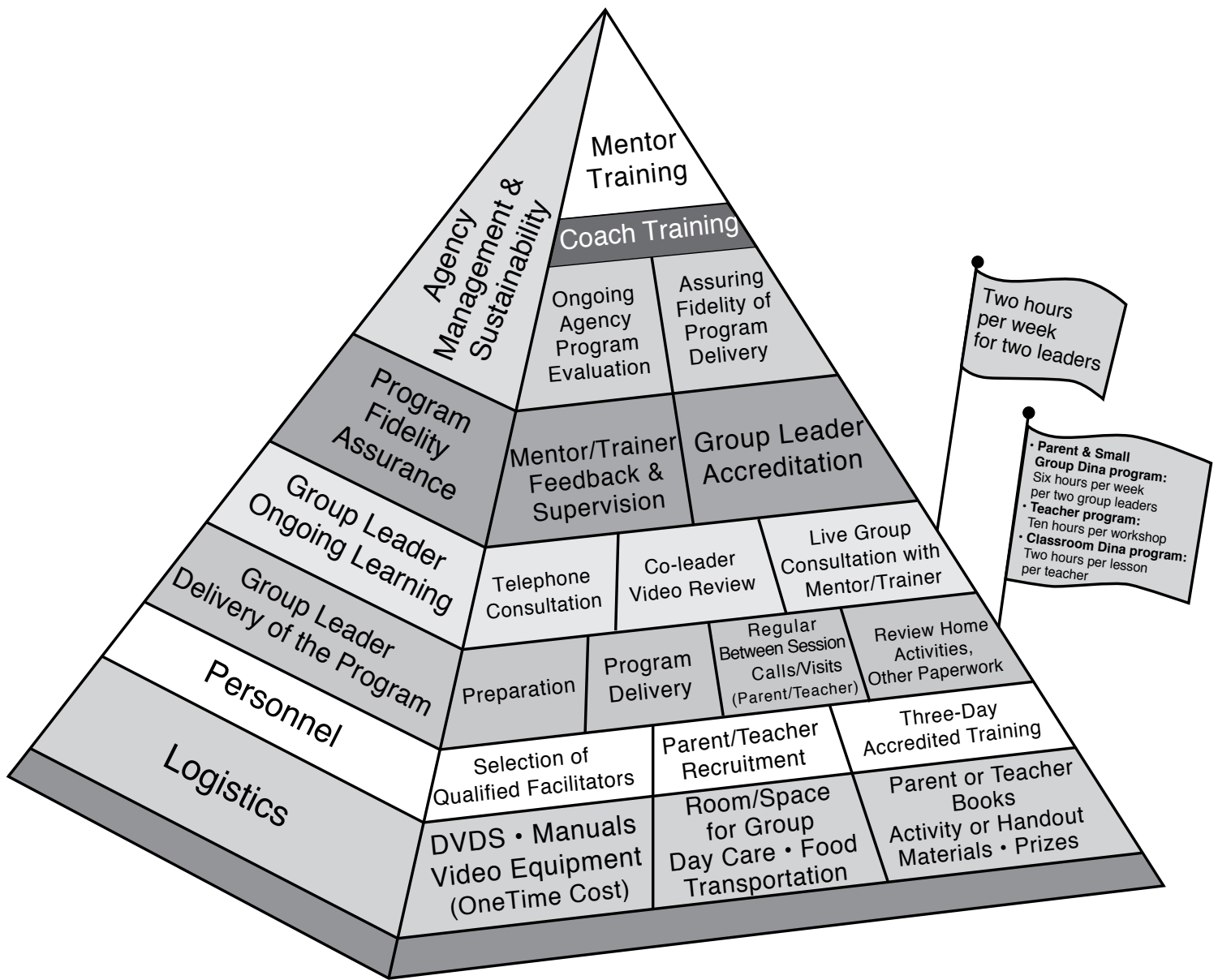
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- If your agency plans to implement an Incredible Years® Program, they must purchase the program set from The Incredible Years® office. A program set includes all the main components to run your groups. A leader’s manual, DVD set with vignettes to show, and other “extra” items are included.
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## IY Implementation Pyramid: Assuring Fidelity of Program Delivery

**Table 1: Content and Objectives of the Autism Spectrum & Language Delays Program**

Content	Objectives
<b>Part One: Child-Directed Narrated Play Promotes Positive Relationships</b>	<ul style="list-style-type: none"> <li>• Value of parents giving focused child-directed attention during play as a way of promoting positive relationships.</li> <li>• Understanding how to get in a child's attention spotlight and not letting the child exclude you.</li> <li>• Understanding how to narrate child-directed play to build language development.</li> <li>• Learning how to transition to new play learning opportunities.</li> <li>• Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts.</li> <li>• Value of using picture choice cards.</li> <li>• Choose games that address your child's sensory needs but avoid overstimulating.</li> <li>• Understanding times <i>not</i> to follow your child's lead.</li> </ul>
<b>Part Two: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness</b>	<ul style="list-style-type: none"> <li>• Determining appropriate developmental goals for children on the autism spectrum.</li> <li>• Tailor pace, amount, and complexity of language modeled according to child's communication stage.</li> <li>• Understanding the value of persistence coaching for promoting children's attention span and managing their frustration.</li> <li>• The modeling principle—and importance of positive affect and exaggerated facial responses.</li> <li>• Staying in child's attention spotlight by being responsive.</li> <li>• Understanding the value of prompting and pre-academic coaching for building children's language skills and school readiness.</li> <li>• Learning to coach pre-reading readiness.</li> <li>• Adjusting verbal and non verbal language and visual prompts according to children's communication stage.</li> <li>• Responding to child's language as meaningful even if not understandable or conventional.</li> <li>• Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.</li> </ul>
<b>Part Three: Social Coaching Promotes Friendship Skills</b>	<ul style="list-style-type: none"> <li>• Social coaching and one-on-one child-directed play promotes a child's social skills.</li> <li>• Understanding how to model, prompt, and coach a child's social skills.</li> <li>• Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses).</li> <li>• Understanding how to: Use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to parent's face.</li> <li>• Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants.</li> <li>• Use puppets and pretend play to encourage social communication.</li> <li>• Use social coaching at dinner, bed time, and dressing time.</li> </ul>

**Table 1 Continued**

Content	Objectives
<p><b>Part Four: Emotion Coaching Promotes Emotional Literacy</b></p>	<ul style="list-style-type: none"> <li>• Emotion coaching promotes children’s emotion language skills and empathy.</li> <li>• Emotion language is a precursor to self-regulation.</li> <li>• The “attention rule”—the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions.</li> <li>• Understanding how to respond effectively to negative or uncomfortable emotions.</li> <li>• Learning how to combine emotion coaching with social and persistence coaching.</li> <li>• Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.</li> </ul>
<p><b>Part Five: Pretend Play Promotes Empathy and Social Skills</b></p>	<ul style="list-style-type: none"> <li>• Understanding the value of pretend play with puppets to promote children’s social skills and empathy.</li> <li>• Understanding the most effective ways to use puppets with children.</li> <li>• Developing scenarios and practicing using them to promote children’s social skills, empathy, and emotion language.</li> <li>• Understanding how to use puppets and action figures along with books.</li> </ul>
<p><b>Part Six: Promoting Children’s Self-Regulation Skills</b></p>	<ul style="list-style-type: none"> <li>• Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images)</li> <li>• Understanding how to use pretend and puppet play to do self-regulation teaching and practice.</li> <li>• Learning how to explain the calm down thermometer to children and practicing strategies.</li> <li>• Importance of using the ignore technique when child is too dysregulated.</li> <li>• Understanding concept of “selective attention.”</li> <li>• Parents modeling self-control and calm-down strategies.</li> </ul>
<p><b>Part Seven: Using Praise and Rewards to Motivate Children</b></p>	<ul style="list-style-type: none"> <li>• Learning how to spotlight labeled praise for children.</li> <li>• Identifying child’s “positive opposite” target behavior to praise and reward.</li> <li>• Understanding how to set up a developmentally appropriate plan of child social behaviors.</li> <li>• Recognizing the value of sensory activities and rewards for children.</li> <li>• Learning how to praise and reward oneself and others for parenting efforts.</li> <li>• Importance of developing a parent support network.</li> </ul>

**Table 1 Continued**

Content	Objectives
<p data-bbox="276 134 704 304"><b>Part Eight: Effective Limit Setting and Behavior Management</b></p> <ul data-bbox="276 304 704 911" style="list-style-type: none"><li data-bbox="276 304 704 346">• Understanding how to give clear, brief, positive instructions.</li><li data-bbox="276 346 704 388">• Using parent visual command cards as needed to make command understandable.</li><li data-bbox="276 388 704 430">• Reduce number of commands to only necessary commands/instructions.</li><li data-bbox="276 430 704 472">• Learning about the importance of giving children transition time and reminders.</li><li data-bbox="276 472 704 514">• Understanding when to use redirections and physical prompts (guiding hands).</li><li data-bbox="276 514 704 556">• Establishing clear and consistent household rules.</li><li data-bbox="276 556 704 598">• Learning how to re-engage children in new learning opportunity when misbehavior subsides.</li><li data-bbox="276 598 704 640">• Identify behaviors that can be ignored.</li></ul>	





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

Content	Objectives
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### **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 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

### **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

**Continued**

Content \_\_\_\_\_ Objectives \_\_\_\_\_

**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
- Importance of modeling self-control and calm-down strategies

## How IY-ASD Differs from Basic IY Parenting Program

<p><i>IY Basic Preschool Program (3-5 years)</i></p>	<p><i>Autism Spectrum and Language Delays Program (2-5 years)</i></p>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Strengthening Children’s Social Skills, Emotional Regulation and School Readiness</li> <li>2. Using Praise and Incentives to Encourage Cooperative Behavior</li> <li>3. Positive Discipline: Rules, Routines &amp; Effective Limit Setting</li> <li>4. Handling Misbehavior (ignoring, Time Out, consequences and problem-solving)</li> </ol>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Increased focus on coaching language development, imitation and sensory routines, social communication, use of pretend play to promote empathy and social skills, and promoting self-regulation skills.</li> <li>2. Enhanced focus on self-care and building support group.</li> <li>3. Older (4 to 5 year old) verbal children with conduct problems families can continue with Program 4 of Basic IY program to discuss time out and problem solving (not included in IY-ASD program).</li> </ol>
<p>Basic IY Vignettes</p>	<p>New IY-ASD vignettes depict children with ASD. Additional vignettes from Basic IY may be added if parents in the group need more help with behavior management and problem solving.</p>
<p>Program Dosage (18-20 sessions)</p>	<p>(13-14 plus sessions) Increased dosage often needed to adequately cover the material since there are more practices and discussions to tailor the strategies to each unique child.</p>
<p>Group Size: 10-12 parents</p>	<p>Smaller group size: 6-8 parents plus partners or other family members</p>
<p>Group Leader: Knowledgeable in child Development</p>	<p>Group Leader: Knowledgeable and experienced in ASD practice, local ASD-specific supports, and functional behavioral approaches to behavior change.</p>
<p>Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, home activities)</p>	<p>Increased teaching about ASD and ways to use visual support including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children’s communication stage; imitation as a means to gain attention, learning alternative incentives to motivate children with ASD (e.g., sensory activities); more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.</p>

**Consultation day for Autism Programs**

<p>Alliance building techniques (collaborative learning, buddy calls, weekly leader support calls, praise to parents, incentives for parents)</p>	<p>All standard alliance building techniques apply to this population, but increased efforts to help build families support systems and reduce their stress by working on self-care and promoting weekly buddy calls and peer dates with other parents. Regular emails, texts and calls from group leaders are essential.</p>
<p>Food, transportation, daycare</p>	<p>No adaptations needed, but essential to offer these for this population in order to reduce barriers to participation.</p>
<p>Core model does not offer home visits</p>	<p>Providing home visits to coach parent-child interactions using coach home visit manuals and additional DVD vignettes as needed; use these to make up missed sessions or show additional vignettes</p>
<p>Core model does not address collaboration with educators and other professionals for coordination of care</p>	<p>Coordinate with educators and therapists for developing behavior plans with agreed upon goals for child’s target behaviors. Consult with medical providers to understand effects of medical issues on child behavior and parent stress.</p>
<p>Core model suggests use of IY Advance, Child and Teacher Programs for children with diagnoses or very high risk families</p>	<p>Consider additional IY Programs:</p> <ul style="list-style-type: none"> <li>• Advance Program to teach anger and depression management and problem solving steps</li> <li>• Child Social, Emotional and Problem Solving Skills Program (“Dinosaur School”) offered alongside parent program</li> <li>• Offer follow-up training in the Helping Preschool Children with Autism: Teachers and Parents as Partners to help parents learn how to promote positive peer interactions and social communication with 2-3 children.</li> </ul>

# Autism Parent Program Collaborative Process Checklist

(Supplemental form)

This checklist is designed as a supplement/addendum to the full Parent Process Checklist.

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

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

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

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

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

<b>ASSESS CHILD'S DEVELOPMENTAL LEVEL</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<i>Did the leader(s):</i>			
1. Ask parents 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 parents each child's sensory motor needs (likes and dislikes inventory)?	_____	_____	_____
4. Help parents have a realistic understanding of their child's developmental abilities and short term goals?	_____	_____	_____

<b>EXPAND PARENTS' ABILITY TO ENGAGE THEIR CHILD IN VERBAL AND NONVERBAL COMMUNICATION</b>				
<i>Did the leader(s):</i>				

1. Help parents understand how to use gestures, visual helpers and pictures and concrete objects to enhance interpersonal communication?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Work with parents to know when to physically guide their children's hands and movements to respond to their suggestions and requests?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

## Consultation day for Autism Programs

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1. Help parents 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

2. Help parents make activity choice boards and picture schedules of daily activities?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

### HELP PARENTS UNDERSTAND THE PRINCIPLES OF BEHAVIOR CHANGE

*Did the leader(s):*

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Help parents to gently persist with interactions with their 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 parents understand the importance of modeling, prompting and imitating their 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 parents understand how to use "prompt fading" to develop more independent behavior?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**EXPAND PARENTS' 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 parent understanding how to use social and emotional coaching with their children during play interactions; individualize according to child's developmental and communication level?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Increase parent 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	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Help parents 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	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

**INDIVIDUALIZE ROLE PLAY PRACTICE FOR PARENTS**

*Did the leader(s):*

1. 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 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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2. Increase focus on role play practice involving pretend play such as the use of puppets, character objects and imaginary worlds?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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3. Support parents understanding of the importance of predictable routines and what behaviors can be ignored?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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4. Set up some individual coaching times (at clinic, school or home) between parents and their children in order to give parents feedback on their coaching methods during play times?

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

**BUILD PARENTS' UNDERSTANDING OF THEIR CHILD'S WORLD VIEW**

*Did the leader(s):*

1. Help parents know how to get in their children's attention spotlight?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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2. Help parents be aware of their child's sensory likes and dislikes (auditory, visual, tactile, smell taste/oral, proprioception [body space/balance/need for movement or stillness]).

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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3. Help parents develop empathy for their children's unique world view?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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**BUILD PARENTS' SUPPORT NETWORKS**

*Did the leader(s):*

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

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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2. Emphasize the value of weekly buddy calls and encourage play date times between children?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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3. Help parents understand the importance of partnering with teachers to provide consistent approaches at home and school and collaborative behavior plans?

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



# Teachers and Parents Partnership Program for Children with ASD 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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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 predicable 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:**

# 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>



# ***The Incredible Years®***

## ***Autism Spectrum and Language Delays Program for Parents with Preschool Children***

### ***Program Protocol***

This program is offered to 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 others. This program can be used independently for parents with children on the autism spectrum or with language delays.

Group leaders using this program may want to supplement vignettes from the IY Toddler or Preschool Program to provide additional information with regards to managing misbehaviors.

Group leaders offering the Incredible Years® evidence-based Basic program for high risk populations and children with conduct problems and/or ADHD may also want to incorporate some vignettes from this program to their treatment protocol in order to provide more examples of parents working with children who have developmental delays.

### ***Number of Sessions***

It will take a minimum of 14 sessions to complete this program. However, we have found that most group leaders take 15-16 sessions to complete.

**NOTE: We have numbered each of the sessions on the checklist provided. If you choose to offer additional sessions, disregard this numbering (i.e., our "session 5" may actually be your session 6).**



# The Incredible Years®

## Autism Spectrum and Language Delays Program for Parents with Preschool Children

### Agendas, Checklists and Handouts for Each Program

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

#### **Part One**

Child-Directed Narrated Play Promotes Positive Relationships  
Vignettes 1-8 (Sessions 1 & 2)

#### **Part Two**

Pre-Academic and Persistence Coaching Promotes Language Development  
and School Readiness  
Vignettes 1-5 (Sessions 3 & 4)

#### **Part Three**

Social Coaching Promotes Friendship Skills  
Vignettes 1-19 (Sessions 5, 6, & 7)

#### **Part Four**

Emotion Coaching Promotes Emotional Literacy  
Vignettes 1-6 (Session 8)

#### **Part Five**

Pretend Play Promotes Empathy and Social Skills  
Vignettes 1-6 (Session 9)

#### **Part Six**

Promoting Children's Self-Regulation Skills  
Vignettes 1-3 (Session 10)

#### **Part Seven**

Using Praise and Rewards to Motivate Children  
Vignettes 1-4 (Session 11)

#### **Part Eight**

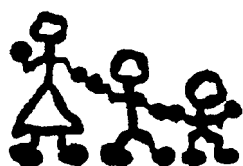
Limit Setting and Behavior Management  
Vignettes 1-10 (Sessions 12 & 13)

#### **Review & Celebration**

(Session 14)



USE VIDEOS IN A COLLABORATIVE WAY  
TO ENHANCE TEACHING



# LEADER CHECKLIST

## Part One

### Session #1

**Topic: Child-Directed Narrated Play Promotes Positive Relationships**  
**Vignettes: 1–4, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Child-directed Narrated Play:**

Intro      1      2      3      4      (5      6      7      8)      Parent Reflections

Circle vignettes shown. Vignettes in parentheses are for next session.

**DID I**

	YES	NO
1. Welcome and make introductions	_____	_____
2. Write and review the agenda, explain meeting format	_____	_____
3. Brainstorm: group ground rules	_____	_____
4. Buzz parent goals and child characteristics	_____	_____
5. Complete communication checklist handouts	_____	_____
6. Review IY ASD Program goals	_____	_____
7. Brainstorm: benefits of parent/child play	_____	_____
8. Buzz: social sensory routines and games	_____	_____
9. Buzz: child’s likes and dislikes/use of picture choice boards	_____	_____
10. Buzz: Visual prompts	_____	_____
11. Role play/practice: child-directed play & imitation in large group	_____	_____
12. Break out for “practice” in dyads or triads	_____	_____
13. Explain importance of home practice activities	_____	_____
14. Highlight key principles from parents’ discussion	_____	_____
15. Review this week’s home activity and parents set personal goals (play record sheet)	_____	_____
16. Evaluations	_____	_____

**Xerox:**

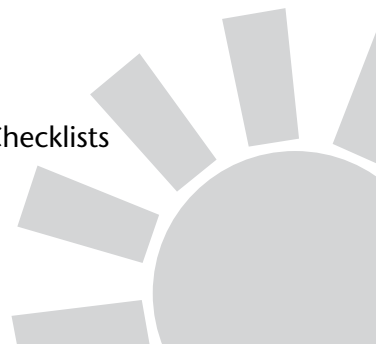
Home Activities for the Week

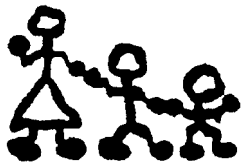
Record Sheet: Child-Directed Narrated Play and Communication Checklists

Spotlighting Handouts: Getting your child’s attention during play

**Self-Evaluation**

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





# LEADER CHECKLIST

## Part One

### Session #2

**Topic: Child-Directed Narrated Play Promotes Positive Relationships**  
**Vignettes: 5–8, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Child-directed Play:**

(Intro      1      2      3      4)      5      6      7      8      Parent Reflections

Circle vignettes shown. Vignettes in parentheses were for previous session (but could also be shown in this session).

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Welcome and review group rules and goals	_____	_____
3. Review parents’ home activities, elicit reactions/experiences	_____	_____
4. Role Play/Practice: child-directed play, modeling, imitating, gesturing, and prompting interactions in dyads/triads	_____	_____
5. Role Play/Practice: Model and Wait (Bubble Play)	_____	_____
6. Role Play/Practice: Coaching Methods with child with no language as well as child with beginning communication skills	_____	_____
7. Explain importance of home practice activities	_____	_____
8. Highlight key principles from parents’ discussion	_____	_____
9. Review this week’s home activity and parents set personal goals (play record sheet)	_____	_____
10. Evaluations	_____	_____

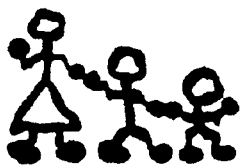
**Xerox:**

- Home Activities for the Week
- Record Sheet: Child Directed Play
- Spotlighting Handouts: Child-Directed Narrated Play

**Self-Evaluation**

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





## LEADER CHECKLIST

### Part Two

#### Sessions #3 & #4

**Topic: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness**

**Vignettes: 1–5, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

VIGNETTES COVERED: Intro 1 2 3 4 5 Parent Reflections

Circle vignettes shown.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to play home activity)	_____	_____
3. Buzz: list of pre-academic skills parents can describe (objects, shapes, numbers, letters, etc.)	_____	_____
4. Practice pre-academic coaching methods (large group)	_____	_____
5. Break out for dyadic practice of coaching methods depending on child's verbal ability.	_____	_____
6. Practice interactive reading skills (large & small group)	_____	_____
7. Buzz: persistence coaching words/scripts	_____	_____
8. Practice academic and persistence coaching in large group	_____	_____
9. Break out for dyadic practice of academic/persistence coaching	_____	_____
10. Highlight key principles from parents' discussion	_____	_____
11. Explain this week's home activity & parents set personal goals	_____	_____
12. Evaluations	_____	_____

#### Xerox:

Home Activities for the Week

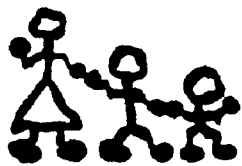
Record Sheet: Pre-Academic and Persistence Coaching

Spotlighting Handouts (3): Reading Readiness, Pre-Academic Coaching, Persistence Coaching

#### Self-Evaluation

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





# LEADER CHECKLIST

## Part Three

### Session #5 & #6

**Topic: Social Coaching Promotes Friendship Skills**  
**Vignettes: 1–10, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED:**

Intro*	1*	2	3*	4	5	6	7*	8*	9*	10	
Parent Reflections*			(11	12	13	14	15	16	17	18	19)

\*Recommended vignettes if short of time

Circle vignettes shown. Vignettes in parentheses are for next session.

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions                       | _____ | _____ |
| 3. Discuss ABCs of behavior change   | _____ | _____ |
| 4. Buzz: favorite songs and rhymes   | _____ | _____ |
| 5. Role play/practice: Song choice cards and partial modeling with balloon | _____ | _____ |
| 6. Role play/practice: social coaching (large group)                       | _____ | _____ |
| 7. In dyads, practice social coaching (parent-child)                       | _____ | _____ |
| 8. Review reading as a social activity                                     | _____ | _____ |
| 9. Role play/practice: Reading with CARE (dyads)                           | _____ | _____ |
| 10. Buzz: sensory social routines and games                                | _____ | _____ |
| 11. Highlight key principles from parents' discussion                      | _____ | _____ |
| 12. Explain this week's home activity, parents set personal goals          | _____ | _____ |
| 13. Evaluations  | _____ | _____ |

**Xerox:**

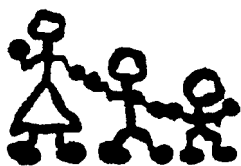
- Home Activities for the Week
- Record Sheet: Social Coaching
- Spotlighting Handouts (3): One on One Parent-Child Social Coaching, Using Fun Sensory Physical Routines, Parents as Social Skills Coaches
- Record Sheet: Praise Positive Opposite

**Self-Evaluation**

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







## LEADER CHECKLIST

### Part Three

### Session #7

**Topic: Social Coaching Promotes Friendship Skills**

**Vignettes: 11–19, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

#### VIGNETTES COVERED:

(1    2    3    4    5    6    7    8    9    10    Parent Reflections)  
 11\* 12    13\* 14\* 15\* 16    17\* 18\* 19

\*Recommended vignettes if short of time

Circle vignettes shown. Vignettes in parentheses were for previous session (but could also be shown in this session).

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions	_____	_____
3. Buzz: positive opposites (see handout)	_____	_____
4. Role Play/Practice: Prompting and pretend play one on one	_____	_____
5. Role play/practice: social coaching two children (large group)	_____	_____
6. In triads, practice persistence & social coaching with two children	_____	_____
7. Highlight key principles from parents' discussion	_____	_____
8. Explain this week's home activity & parents set personal goals	_____	_____
9. Evaluations	_____	_____

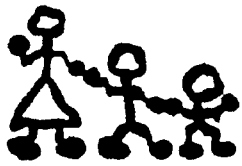
#### Xerox:

Home Activities for the Week  
 Record Sheet: Social Coaching  
 Spotlighting Handout: Peer Social Coaching  
 Record Sheet: Peer Social Coaching

#### Self-Evaluation

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





**LEADER CHECKLIST**  
**Part Four**  
**Session #8**

**Topic: Emotion Coaching Promotes Emotional Literacy**  
**Vignettes: 1–6, Parent Reflections**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:**

Intro 1 2 3 4 5 6 Parent Reflections

Circle Vignettes shown.

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences to social coaching                        | _____ | _____ |
| 3. Role Play/Practice: reading with emotion coaching   | _____ | _____ |
| 4. Buzz: emotion words   | _____ | _____ |
| 5. Role Play/Practice: emotion coaching (large groups)   | _____ | _____ |
| 6. Role Play/Practice: social and emotion coaching (dyads/triads) and using feeling picture cards              | _____ | _____ |
| 7. Discuss emotions and behaviors to ignore and those to give attention to and prompt (differential attention) | _____ | _____ |
| 8. Talk about modeling positive social behaviors and emotions through one-on-one play                          | _____ | _____ |
| 9. Highlight key principles from parents' discussion   | _____ | _____ |
| 10. Explain this week's home activity & parents set personal goals   | _____ | _____ |
| 11. Evaluation   | _____ | _____ |

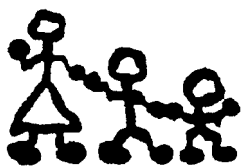
**Xerox:**

- Home Activities for the Week
- Spotlighting Handout: Emotion Coaching
- Record Sheet: Emotion Coaching

**Self-Evaluation**

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





## LEADER CHECKLIST

### Part Five

### Session #9

**Topic: Using Pretend Play to Promote Empathy and Social Skills**

**Vignettes: 1–6, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

#### VIGNETTES COVERED:

Intro 1 2 3 4 5 6 Parent Reflections

Circle vignettes shown.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (emotion coaching)	_____	_____
3. Brainstorm/buzz: benefits and barriers to pretend play and using puppets	_____	_____
4. Role Play/Practice: (large group) using puppets	_____	_____
5. Role Play/Practice: (dyads) using puppets (see scenarios)	_____	_____
6. Highlight key principles from experiences	_____	_____
7. Explain this week's home activity and parents set goals	_____	_____
8. Evaluations	_____	_____

#### **Xerox:**

Home Activities for the Week

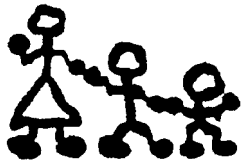
Spotlighting Handout: Tips for Using Puppets with Children

Record Sheet: Using Puppets & Pretend Play

#### **Self-Evaluation**

"Gems" of Program—Reminder of things to pursue





# LEADER CHECKLIST

## Part Six

### Session #10

**Topic: Promoting Children's Self-Regulation Skills**

**Vignettes: 1–3, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

#### VIGNETTES COVERED:

Intro    1        2        3        Parent Reflections

Circle vignettes shown.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to emotion coaching)	_____	_____
3. Buzz: skills involved in self-regulation	_____	_____
4. Role Play/Practice: teaching toddlers how to calm down (with thermometer)	_____	_____
5. Role Play/Practice: using puppets to practice calm down steps (with turtle)	_____	_____
6. Brainstorm: ways parents can stay calm	_____	_____
7. Highlight key principles from parents' discussion	_____	_____
8. Explain this week's home activity and parents set goals	_____	_____
9. Evaluation	_____	_____

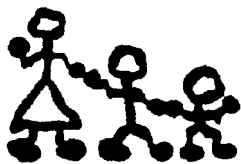
#### **Xerox:**

- Home Activities for the Week
- Spotlighting Handouts (2): Building Children's Self-Regulation Skills, Scenarios for Teaching Children Emotional Regulation Skills
- Calm Down Thermometer
- Record Sheet: Self-Regulation

#### **Self-Evaluation**

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





# LEADER CHECKLIST

## Part Seven

### Session #11

**Topic: Using Praise and Rewards to Motivate Children**

**Vignettes: 1–4, Parent Reflections**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

#### VIGNETTES COVERED:

Intro 1 2 3 4 Parent Reflections

Vignettes may be chosen from the Incredible Years® Toddler or Incredible Years® Preschool Basic program “Praise and Rewards” program to supplement these vignettes. Circle Vignettes shown.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (pretend play, self-regulation)	_____	_____
3. Brainstorm/Buzz: benefits and barriers to praise	_____	_____
4. Buzz: Target behaviors to praise	_____	_____
5. Buzz/Practice: labeled praise statements	_____	_____
6. Buzz: sensory and other rewards for young children	_____	_____
7. Plan: set up a praise & reward behavior plan	_____	_____
8. Positive Opposite exercise (use handout)	_____	_____
9. Highlight key principles from parents’ discussion	_____	_____
10. Explain this week’s home activity & parents set personal goals	_____	_____
11. Evaluations	_____	_____

#### **Xerox:**

Home Activities for the Week

Spotlighting Handout: Praising your child & Tangible Rewards

Record Sheet: Praise & Rewards Behavior Plan

“Positive Opposites” Behavior Record

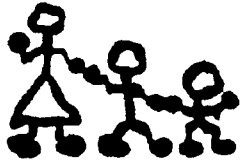
Brainstorm/Buzz: Praise Statements, Reward Yourself, Positive Self-Praise

Spotlighting Handout: Parent Support Network

#### **Self-Evaluation**

“Gems” of Program—Reminder of things to pursue





# LEADER CHECKLIST

## Part Eight

### Session #12

**Topic: Limit Setting and Handling Misbehavior**  
**Vignettes: 1–5b, Parent Reflections**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:**

Intro 1 2 3 4a 4b 5a 5b (5c 5d 6 7 8  
 9 10) Parent Reflections

*Vignettes may be chosen from the Incredible Years® Toddler and/or Incredible Years® Preschool Basic program to supplement these vignettes, if needed. Vignettes in parentheses are for next session, but if you would like to select some to show this session you may. Circle Vignettes shown.*

**DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (praise, rewards)	_____	_____
3. Brainstorm/buzz: benefits and barriers to limit setting	_____	_____
4. Buzz: transition strategies	_____	_____
5. Buzz: household rules and limits	_____	_____
6. Buzz: rewriting commands (use handout) and visual command cards	_____	_____
7. Role Play/Practice: giving instructions verbally	_____	_____
8. Role Play/Practice: using visual command cards as needed for nonverbal children	_____	_____
8. Role Play/Practice: redirection and ignoring	_____	_____
9. Highlight key principles from parents’ discussion	_____	_____
10. Explain this week’s home activity & parents set personal goals	_____	_____
11. Evaluations	_____	_____

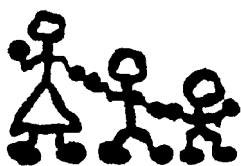
**Xerox:**

- Home Activities for the Week
- Spotlighting Handouts (3): Teaching Children to Understand and Follow Instructions, Limit Setting, Household Rules
- Brainstorm: Benefits & Barriers to Limit Setting
- Brainstorm/Buzz: Rewriting Commands
- Record Sheet: Limit Setting

**Self-Evaluation**

“Gems” of Program—Reminder of things to pursue





# LEADER CHECKLIST

## Part Eight

### Session #13

**Topic: Limit Setting and Handling Misbehavior**  
**Vignettes: 5c-10, Parent Reflections, Summary**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:**

(Intro 1    2    3    4a    4b    5a    5b)    5c    5d    6a    6b    6c  
 7    8    9    10    Parent Reflections

Additional vignettes may be chosen from the Incredible Years® Toddler and/or Incredible Years® Preschool Basic program to supplement these vignettes, if needed. Vignettes in parentheses were for the previous session, however if you did not get through all of them you could show during this session.

**DID I**

1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (emotion, barriers, self-regulation)
3. Brainstorm/Buzz: behaviors to ignore
4. Role Play/Practice: ignoring
5. Brainstorm/Buzz: calm down strategies for parents
6. Review summary vignette
7. Highlight key principles
8. Discuss ending group (feelings about group)
9. Make reunion plan
10. Present certificates and gifts
11. Parent final evaluation
12. Review home activities and parents’ goal setting plans

**YES**

**NO**

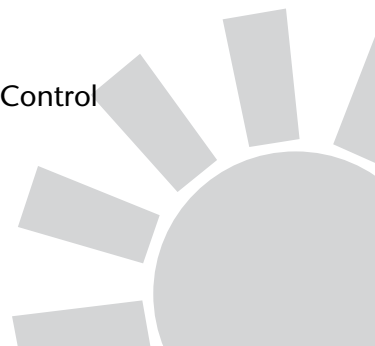
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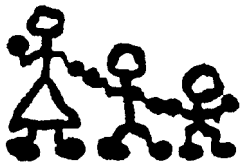
**Xerox:**

- Home Activities for the Week
- Spotlighting Handouts: Positive Discipline, Ignoring, Learning Self-Control
- Record Sheet: Ignore, Redirect, Praise and Coach
- Brainstorm/Buzz: Behaviors to Ignore

**Self-Evaluation**

“Gems” of Program—Reminder of things to pursue





# LEADER CHECKLIST

## Review and Celebration

### Session #14

**Topic: Review and Celebration**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**DID I**

1. Write the agenda on the board
2. Review parents' home activities; elicit reactions and experiences
3. Review Calm Down parent strategies
4. Review strategies/principles learned
5. Brainstorm ways to continue getting support
6. Discuss group ending (feelings about group)
7. Celebrate parents' successes and praise goals achieved
7. Give out certificates

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Xerox:**

Certificate of completion (found in Intro Part 4)







***Autism Spectrum & Language Delays 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.

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

***Session 1: Introduction, Goals & Child-Directed Narrated Play Promotes Positive Relationships***

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

***Session 2: Child-Directed Narrated Play Promotes Positive Relationships***

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

**Session 3: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness**

My goal for the coming week:

	Goals I met
____ Read Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

**Session 4: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness**

My goal for the coming week:

	Goals I met
____ Read Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

**Session 5: Social Coaching Promotes Friendship Skills**

My goal for the coming week:

	Goals I met
____ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

### ***Session 6: Social Coaching Promotes Friendship Skills***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### ***Session 7: Social Coaching Promotes Friendship Skills***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### ***Session 8: Emotion Coaching Promotes Emotional Literacy***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 2 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### Session 9: Pretend Play Promotes Empathy and Social Skills

My goal for the coming week:

	Goals I met
___ Practice: _____	___
___ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Play this week will include:	___

### Session 10: Promoting Children's Self-Regulation Skills

My goal for the coming week:

	Goals I met
___ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

### Session 11: Using Praise and Rewards to Motivate Children

My goal for the coming week:

	Goals I met
___ Read Chapter 3 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 12: Effective Limit Setting and Behavior Management***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 4 in <i>Incredible Years</i> or Chapter 6 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 13: Effective Limit Setting and Behavior Management***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 5 in <i>Incredible Years</i> or Chapter 7 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 14: Review and Celebration***

*My goal for the coming week:*

	Goals I met
___ Reward myself for my parenting efforts	___
___ Continue to get support from other parents	___



**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>Session 1: Promoting Language Development</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapter 4 in <i>Incredible Teachers</i> , Chapter 1 & 2 in <i>Incredible Toddlers</i> or Chapter 1 & 2 in <i>Incredible Years</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 2: Promoting Social Interactions</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapter 5 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 10 in <i>Incredible Years</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 3: Promoting Social Interactions</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapter 13 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 10 in <i>Incredible Years</i>	
Play using pretend play with puppets or props with 2-3 children	
Practicing using intentional commentary to promote child's awareness of other children	

<b>Session 4: Promoting Emotion Learning and Self-Regulation</b>	<b>Goals I met:</b>
My goal for the coming week:	
Read Chapter 11 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 9 in <i>Incredible Years</i>	
Use emotion coaching during play	
Teach children some self-regulation skills (e.g., calm down thermometer, breathing, happy thoughts)	





# Incredible Years®

## Parent Strategies Questionnaire for Children with Autism (2-5 years)

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

### 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. Simplifying and tailoring your language according to your child's individual language development?					
2. Identifying the specific ABCs: antecedents (A) that will motivate and prompt your child's target behaviors or words (B) and rewarding its occurrence with positive consequences (C).					
3. Being able to get in your child's attention spotlight to engage him or her in social and emotional learning opportunities?					
4. Being able to ignore and redirect your child's unwanted behaviors, giving your attention back when she or he behaves in the targeted way?					
5. Helping your child regulate his or her emotions?					
6. Using puppets and pretend play to teach your child social and emotional skills and to enhance communication?					
7. Using your child's sensory likes and dislikes such as auditory, tactile, visual, smell, taste/oral, proprioception (body space/balance/need for movement or stillness) to enhance his or her learning opportunities?					
8. Adapting teaching and materials to use your child's most effective learning mode (visual, auditory, motoric, sensory/tactile)?					
9. Managing your child's challenging behavior and following through with behavior plans and goals?					
10. Working with your child's classroom/early childhood teachers?					
11. Setting up structured play dates to help your child practice specific social skills?					
12. Developing and using visual supports (e.g., choice boards, command cards) to enhance your child's social, emotional and language learning?					



**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 child's language learning.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Participate in child-directed, narrated play to increase interactive involvement and joint attention from my child.					
2. Use enthusiastic voice tone, songs, imitation, modeling, simple language, repetition and commenting using the "one up rule" to increase my child's 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 my child 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 child's 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, turn taking, and initiating an interaction.					
2. Use puppets to model, prompt, label, and practice social behaviors.					
3. Praise and reward my child for using appropriate social friendship skills.					
4. Identify specific social behavior goals for my child according to his/her play stage.					
5. Use books, games, and visual pictures to prompt, signal, and practice targeted social behaviors with my child.					
6. Use sensory social routines to enhance my child's arousal for learning.					
7. Comment on and praise prosocial peer models to increase my child's focus on appropriate social behavior					
8. Use intentional communication to help my child be aware of other children and their needs, interactions and to promote their joint attention and empathy during play activities.					
9. Set up peer playdates to promote my child's interactions with others and provide social coaching during these interactions.					

**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 child's emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Use emotion coaching to model, prompt, and label emotion language in my child.					
2. Model emotion language through words and facial expressions for my child.					
3. Use persistence coaching language to encourage my child's continuous effort to do a task. (e.g., "that's hard, but you keep trying!")					
4. Use pictures cards and photographs that portray people in various feeling states to teach my child emotion vocabulary and prompt his or her to use these visuals to express emotions.					

*continued on next page*

**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 child's emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
5. Help my child understand how others feel through modeling, acknowledgement, mirroring back, labeling feelings, voice tone, and intentional communication.					
6. Recognize early cues of emotional dysregulation in my child and prompt his or her use of calm down strategies.					
7. Focus more of my attention on positive emotions than on negative emotions.					
8. 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).					
9. Use story books to teach my child emotion words and promote empathy and guided practice.					
10. Use puppets that share their feelings to prompt my child's emotional language, social responses and empathy for others.					
11. Use visual self-regulation cards such as calm down thermometer, breathing, or turtle picture with my child.					

**D. Specific Teaching to Enhance Behavior Management Strategies**

In this section we'd like to get your idea of how often you use the following strategies to promote your child's positive behaviors and decrease their inappropriate behaviors.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Give my child choices when possible.					
2. Use visual prompts, verbal and nonverbal signals and/or command cards to remind my child of our household rules, schedule, and appropriate behavior.					
3. Prepare my child for transitions with a predictable and visual routine.					
4. Give face-to-face praise paired with smiles, eye contact, enthusiastic tone of voice, and sensory likes to reward desired behavior.					
5. Reward self-regulation, joint attention, and responses to instructions with child's sensory likes.					
6. Wait for my child's response when asking a question about his or her wants.					
7. Use visual cues, gestures, and simple words to distract and redirect when my child is angry or frustrated.					
8. Ignore misbehavior that is not dangerous to my child or another child.					
9. Help other siblings or peers to understand my child's misbehavior and to respond to it with understanding and without reinforcing its occurrence.					
10. Set up problem solving scenarios with puppets to practice appropriate social responses to situations that are difficult for my child. (e.g., ask a friend to play, going to a birthday party)					

**E. Strategies for Working with Teachers and School**

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Use a system for regular school communication about my child (face-to-face communication, texts, notes, calls, meetings).					
2. Ask my child's teacher to tell me about how I can help support my child's school learning goals at home.					
3. Set up opportunities for to participate in classroom activities.					

continued on next page

<b>E. Strategies for Working with Teachers and School</b> <i>(continued)</i>	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
4. Partner with teachers to provide ideas, materials, and support for classroom activities.					
5. Share with teachers my awareness of my child's sensory likes and dislikes and how these can be used to help motivate my child's learning.					
6. Share with teachers the ABC of behavior change in my child.					
7. Collaborate with teachers on a home-school behavior plan and share goals for my child.					
8. Becoming more aware of local opportunities to attend parent groups specifically for parents of children with autism.					

<b>F. Planning and Support</b>	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Review my progress in achieving the goals for my child and myself.					
2. Collaborate with other parents for solutions and support.					
3. Read the <i>Incredible Years Parent Book</i> .					
4. Manage my stress level utilizing positive cognitive strategies and gaining support from friends, family and teachers when needed.					

# Incredible Years®

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

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

### 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).					

*continued on next page*

**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.					





# How I am Incredible!



My support people:

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

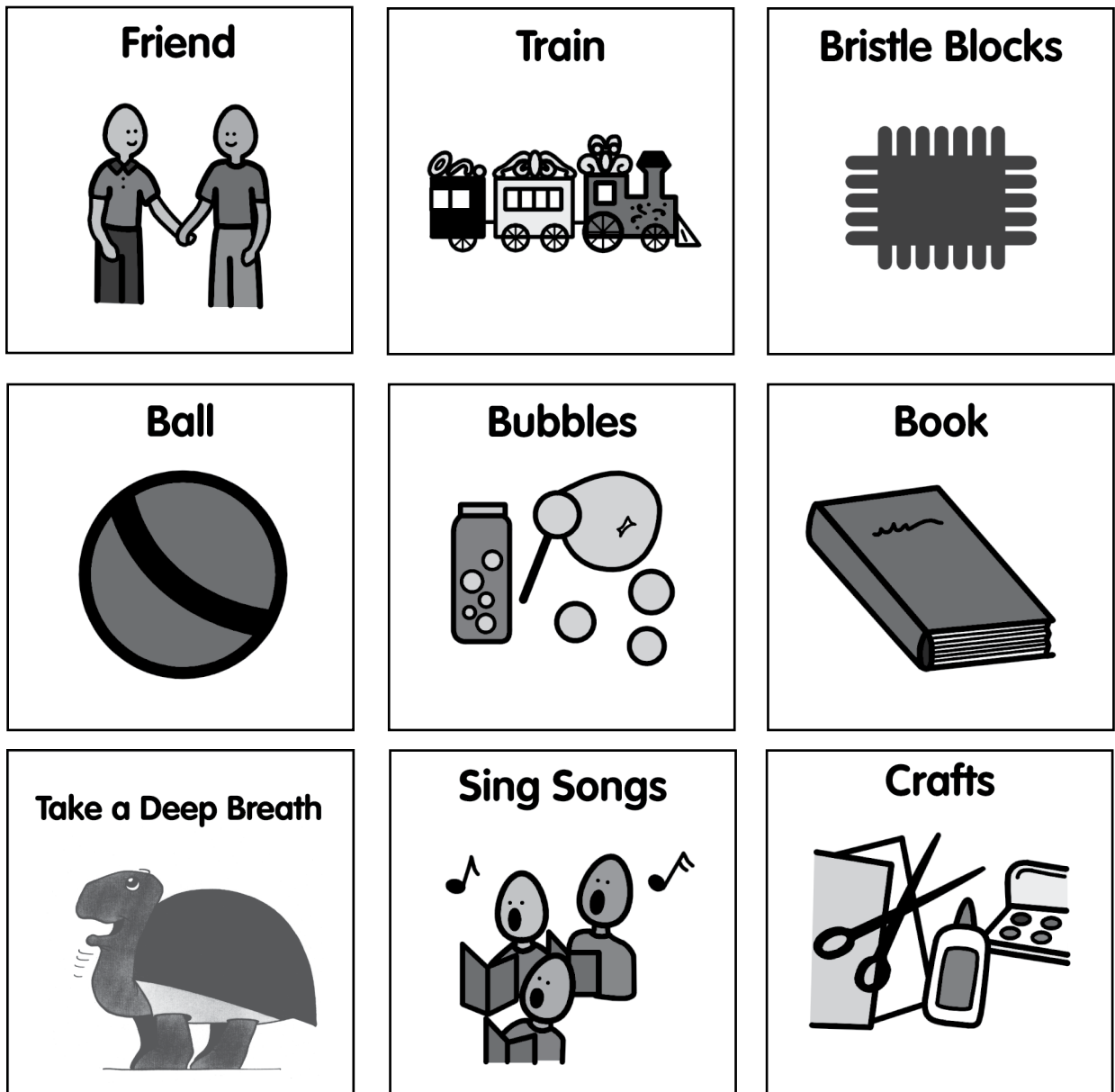




## Spotlighting Sample Activity Choice Cue Cards

If teachers or parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own activity boards customized to their child's particular interests. These boards can be found pre-made from some educational retailers online. Or, they can take pictures of children's favorite activities and laminate them for use as the child's personalized communication cards.

### Example choice activity cards:



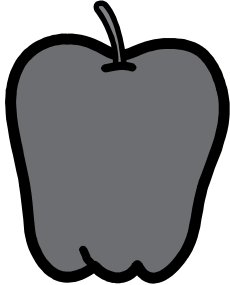

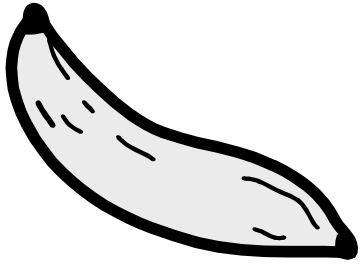
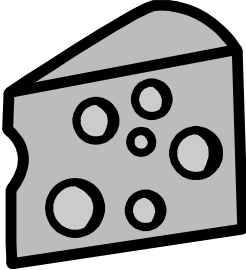
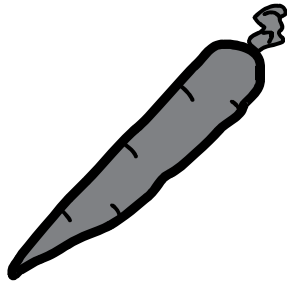
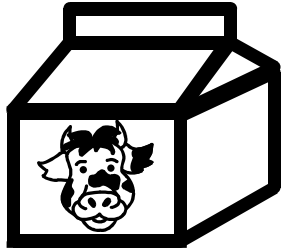
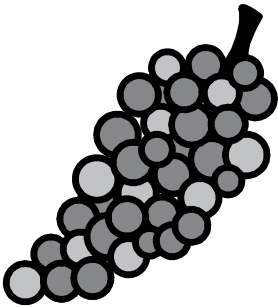
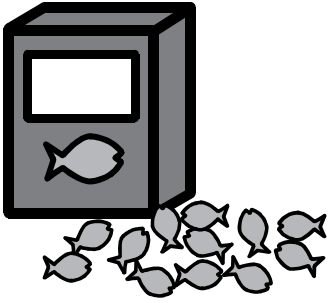
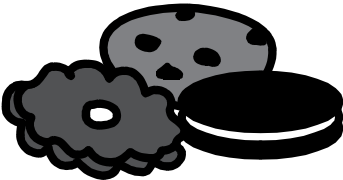
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# Spotlighting Sample "Snack Talk Cards"



Parents/Teachers may take pictures of child's favorite healthy foods and laminate them for more personalized communication.

## What is your favorite food?

<p><b>Apple</b></p> 	<p><b>Cereal</b></p> 	<p><b>Banana</b></p> 
<p><b>Cheese</b></p> 	<p><b>Carrots</b></p> 	<p><b>Milk</b></p> 
<p><b>Grapes</b></p> 	<p><b>Crackers</b></p> 	<p><b>Cookies</b></p> 

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