On-line Autism Training Workshop Protocol
Carolyn Webster-Stratton, Ph.D.
DRAFT 12-01-21

Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. After showing and discussing the handouts slides (such as the benefits and barriers, buzzes, home activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists, and evaluations) for one area, in subsequent sessions they can be quickly reviewed to remind participants they will do these things for every topic but don't have to be discussed in detail for each topic. Or, you might decide to focus on a specific kind of handout for each session.

The overall goal is to focus more on the Incredible Years methods and processes than content per se as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. I recommend that during the first 2-3, 3-hour sessions you focus on modeling the group leader skills of leading discussion of home activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms and setting up role play practices. Here the participants may be in role as parents or children and encouraged to think of their perspectives and watch how you handle their responses. Pause often to have participants highlight the key group leader skills that you are modeling. By the 3rd training session, you begin to put the participants in role of IY group leader in Zoom rooms in smaller groups to plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the family's culture, goals and the child's development, how to respond to family resistance, and how to plan developmentally appropriate practices with toys, puppets and activities. These activities may be done in larger session or in small group break out rooms.

You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As with the "in person" training you select vignettes partially by nature of the group and the population they work with and partially based on whether you think they have adequately understood the key principles in the topic area.

In addition, you have some flexibility regarding when to do breakout in to Zoom rooms and when to do discussions and practices with the larger group. It is helpful to do at least 3 Zoom room discussions in each session. If you make these short (2-3 minutes) you and often do more than 3 Zoom rooms. You can ask participants to help with recording key points in the chats and send these out in a summary post training.

Please record which vignettes and Zooms you have shown and return this to us after completing your training. Also check if you role-played a benefits/barriers exercise, or mediated a vignette and discussed leader skills, or set up a role play regarding the skill being taught.

The order of these is not necessarily important but try to have some role plays, Zoom discussions and mediate vignettes in every session as well as review key points and encourage them doing the assignments between sessions.

Session One: Overview of Program objectives, agendas research
Content Part 1: Child directed narrated play promotes positive relationships
Group leader methods and processes

_____ Introductions, research background for program, overview of training days, program goals
_____ How IY ASD program is different from Basic Program?
_____ Zoom Rooms/Buzz: Share characteristics of children with ASD
_____ Zoom Rooms/Buzz: Share thoughts about parents' thoughts/feelings
_____ Zoom Rooms/Buzz: Share atmosphere group leader wants to establish based on parents' feelings and experiences
_____ Review collaborative process of IY programs
_____ *Mediate Introductory Overview (model and debrief methods)
_____ Goals for Program and pyramid
_____ Session Structure
_____ Model Setting group rules & Debrief in Zoom Room
_____ Explain Communication Checklists
_____ Explain How I am incredible document
_____ Set up 3 typologies and set goals

Child Directed Narrated Play
_____ Zoom Room/ Benefits and Barriers
_____ *Introductory Narration: Part 1 (mediate how to show introductions if not done earlier)
_____ *Vignette 1: Child Directed Narrated Play (Hudson)
_____ *Vignette 2: Adding Interactive Interest to Play
_____ Zoom Room to debrief parent skills want to highlight
_____ Buzz how you help a child expand his interests
_____ Vignette 3: Transition to New Activity
_____ Zoom Room (discuss leader skills modeled)

_____ Participant Assignments

Session Two: Part 1 cont'd
Part 2: Pre-Academic and Persistence Coaching Promotes Language Skills & School Readiness

_____ Review Group Leader Skills Mediating Vignettes (1,2,3)
_____ Model Setting Up Role Play Practice based on learning from vignettes (child with limited language and repetitive play... gesturing, tone of voice, repetition, imitation, following child's lead, pacing, positioning etc.

_____ *DVD Practice P5 Demetrius puppet
_____ *DVD Practice P6: David
_____ Review setting up large group practices (possible Zoom room exercise)
_____ Vignette 4: Waiting for Child to Indicate Choice
_____ Buzz: Child's favorite activities
_____ Visual Choice cards
_____ Model practices ~ choice of ball or car with objects; then practice pairing picture with object; then teach child how to say no
_____ *DVD 2D: (shows teacher introducing visuals to help children with less language)
_____ Vignette 6: Imitation, Gestures, Face to Face (eye game)
_____ *Vignette 7: Encouraging Verbal and Nonverbal communication (bubbles)
_____ Zoom Room to discuss questions asked by group leader

_____ Vignette: Parent Reflections
_____ Review group leader methods and processes
_____ Summary ending sessions – handouts, goal setting, home activities, spotlight notes, evaluation forms, agendas.

Reviewing Home Activities
_____ Model asking about home activities (if not done previously)
_____ Zoom Rooms to discuss questions group leader asked

Part 2: Pre-Academic Coaching
_____ Buzz words for nonverbal and for verbal child
_____ *Model showing Introductory Narration (first 2 min)
_____ *Vignette 1 Pre-academic Coaching (Amelia)
_____ Zoom Rooms to discuss (i) one room key principles in video and (ii) room to discuss questions to ask
_____ Vignette 3 Interactive Reading (optional if time show)
_____ Zoom Room… principles, questions to ask, or practice to set up
_____ Review steps to setting up role plays

Persistence Coaching
_____ Zoom Room Buzz: persistence coaching words for children with limited language, 1-2 works or more
_____ *Vignette 4: Persistence Coaching (yogurt hard to open or top of bubbles)
_____ Model … as child needing help opening bubble container and participant as parent using persistence coaching… making bubble container easier at first and then more difficult
_____ *Vignette 5: Persistence Coaching (Kalani with boxes)
_____ Zoom Room to discuss persistence coaching words
_____ Model & Practice with boxes with child who has no language (using gestures, minimal words used repetitively)
_____ *Vignette: Parent Reflections
_____ Handouts

Session 3: Part 3: Social Coaching Promotes Friendship Skills
Part 4: Emotion Coaching Promotes Emotional Literacy & Self-Regulation

_____ Buzz: Share possible questions about home activities (using pre-academic or persistence coaching)

_____ Objectives

Part 3: Social Coaching
_____ Introducing new topic (buzz, goals)
_____ Zoom Room Buzz: social behaviors (i) Room 1 & 2 social behaviors in language delayed & play delayed like Hudson in parallel play (ii) Room 3 & 4 social behaviors those who want to initiate and have some language but don't know how/
_____ *Introductory Narration
_____ *Vignette 1: Getting in your Child's Attention Spotlight (red balloon); Model blowing up balloon
_____ ABC of behavior change
_____ Buzz potent motivating antecedents (e.g., pin wheel)
_____ *Vignette 2: Songs and Gestures ~ key principles &using choice board
_____ Zoom Room: Rooms 1 & 2: principles to draw out of vignette 2 and rooms 3 & 4 questions to ask
_____ Parent Talk Cards
_____ *Vignette 3: Coaching, Turn Taking & Sharing (balloon sharing)
_____ Zoom Room: Room 1 &2: questions to ask; and Room 3 & 4: Setting up Parent Practice with ABC & balloon
_____ Vignette 4: Prompting Waiting, Asking, Turn taking (sneaky squirrel)
_____ Show visual prompts of social behavior
_____ Vignette 7: Reading as a Joint Activity (Amelia) & principles
_____ One Up Rule & Summary

_____ *Vignette 8: Using Social Sensory Physical Activities (spinning)
_____ Zoom Room/Buzz: social sensory routines (e.g., somersaulting, airplaning, tickling, swinging)
_____ Motivating child who seems withdrawn, unresponsive… summary
_____ Parent Reflections
_____ Vignette 9: Chasing father
_____ Vignette 11: intro- face to face
_____ Vignette 13: Prompting Sharing, Helping, and Verbal Response (crackers, raisins snack time, ABC)
_____ Handouts.

Part 4: Emotion Coaching Promotes Emotion Literacy
_____ Zoom Rooms/Buzz: Emotion words (for children with no verbal language vs more verbal language)
_____ Benefits/Barriers of Emotion words
_____ *Introductory Narration
_____ *Vignette 2: Reading to Build Emotional Literacy (Hudson and dad)

_____ Zoom Rooms: (i) questions/principles and (ii) how to set up practice
_____ *Vignette 4: Modeling, Naming, and Prompting Emotion Language (bubbles)~ practice questions
_____ Buzz how to use Feeling Visuals, books, or sensory routines to promote understanding of feelings
_____ Setting up practices… puppets
_____ Choosing words for Hudson, Amelia, Charlie or Kalani—positive opposites
_____ Handouts

Session Four: Part 5: Using Pretend Play to promote social skills
Part 6: Promoting Self-Regulation Skills

_____ Buzz/Zoom Rooms: Rooms 1 & 2: Benefits and Rooms 3 &4: /Barriers of Pretend Play/Use of Puppets
_____ *Introductory Narration
_____ Vignette 1: (Amelia combines social and pretend play—strawberries)
_____ *Vignette 3: Using Pretend Play to Promote Social Skills (Tiny and Hudson) (pause for leader questions)
_____ Preparing children for puppets – Practice getting children ready to meet puppet
_____ Zoom Room Practice with puppets (introduction, showing emotions, child becoming afraid or aggressive) & Debrief
_____ *Vignette 5: Using Puppets to Promote Empathy (Amelia with Baby Dina)
_____ Summary of puppet benefits & Handouts

Part 6: Promoting Self-Regulation Skills

_____ * Introductory Narration (cue card smell flowers, blow candle)
_____ *Vignette 2: Teaching Beginning Self-regulation skills (calm down thermometer)
_____ Zoom Rooms: (i) Share questions to ask & principles and (ii) plan practice
_____ Plan thermometer practice
_____ * Vignette 3: Tiny Turtle Helps Model Self-Regulation Skills (Amelia) Or, leader models
_____ Zoom Room Practice with turtle
_____ Visuals
_____ Parent Reflections

Session Five: Part 7: Using Praise and Rewards
Part 8: Limit Setting and Handling Misbehavior

_____ Buzz: Positive Opposite Behaviors
_____ Introductory Narration
_____ Vignette 1: Face to Face Praise
_____ * Vignette 3: Rewarding self-regulation practice with a sensory activity (Hudson spinning) ABC sequence
_____ * Vignette 4: Motivating Children (getting Hudson to toilet)

_____ Reward Cards
_____ Parent self-care & self-praise & rewarding parents' success

Part 8: Limit Setting and Behavior Management
_____ Benefits/Barriers
_____ *Introductory Narration
_____ Rewriting Commands and Rules – using visuals, gestures, and simple words
_____ *Vignette 5 A (using distractions)
_____ *Vignette 5B
_____ *Vignette 5C
_____ *Vignette 5D (reengage and new learning)
_____ Practice for ignore and re-engagement

_____ Option: Vignette A, B, C
_____ *Parent Reflections
_____ Handouts

_____ * Overview of Autism Program for Teachers AND Parents (as follow up training)
_____ Accreditation