

**On-line Autism Teacher Training Workshop Protocol**  
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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 3<sup>rd</sup> 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 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.

**Part 1: Promoting Language Development Session One and Two  
Overview of Program Objectives, Agendas, Research  
Group leader methods and processes**

- \_\_\_\_\_ Introductions, pretraining self-study, on-line rules, overview of training days, program goals
- \_\_\_\_\_ How IY ASD program is different from Basic Program?
- \_\_\_\_\_ Session Structure
- \_\_\_\_\_ Goals for Program and pyramid
- \_\_\_\_\_ \*Mediate Introductory Overview (up to 2.7 min) (model and debrief methods)
- \_\_\_\_\_ Zoom Rooms/Buzz: i) how I mediated intro narration; ii) share character characteristics of children with ASD
- \_\_\_\_\_ SIGNALS of children with ASD
- \_\_\_\_\_ Zoom Rooms/Buzz: i) Share thoughts about teachers' thoughts/feelings & experiences with children with ASD ii) implications for type of program and for IY principles of group leadership
- \_\_\_\_\_ Review collaborative process of IY programs
- \_\_\_\_\_ Content and Objectives of program
- \_\_\_\_\_ First Session Agenda
- \_\_\_\_\_ Model Setting group rules
- \_\_\_\_\_ Zoom Room Debrief
- \_\_\_\_\_ Explain Communication Checklists
- \_\_\_\_\_ Explain "How I am incredible" document
- \_\_\_\_\_ Set up 3 typologies and set goals for children
- \_\_\_\_\_ Teacher goal setting and connecting to pyramid
- \_\_\_\_\_ \* Video Interview with teachers

**Part 1: Promoting Language Development**

- \_\_\_\_\_ Zoom Rooms: i) in role as teachers discuss benefits of teacher play; ii) barriers & debrief process
- \_\_\_\_\_ \*Introductory Narration: Part 1 (2.47 start mediate how to show introductions)
- \_\_\_\_\_ Zoom Rooms: what was modeled and value of approach
- \_\_\_\_\_ \*Experts DVD 3A: Vignette 3: Descriptive Commenting and visual prompts (Mediate Vig 3 "squeeze")
- \_\_\_\_\_ Zoom Rooms: 1 & 2: i) how mediated vignette and questions asked; ii) what are the teachers learning about child-directed play
- \_\_\_\_\_ Buzz: benefits of visuals and gestures
- \_\_\_\_\_ Experts 3B: Setting up teacher practice
- \_\_\_\_\_ Zoom Rooms: i) how to set up practice; ii) essential principles; iii) how you would replay for child with more language
- \_\_\_\_\_ Benefits of practices/principles

- \_\_\_\_\_ Tailoring language to child’s language developmental level
- \_\_\_\_\_ \* Experts DVD P5: Demetrius puppet Zoom Room
- \_\_\_\_\_ \* Experts Vig 6: Role play David Zoom Room about mediating vignette... questions asked (*ended here Nov 2021 group*)
- \_\_\_\_\_ Summary Mediating Vignettes
- \_\_\_\_\_ Setting up practice based on Vig 6 Zoom Rooms (*ended here March group session 2*)
- \_\_\_\_\_ Vignette 7: Asking for Help (prompting Amelia)
- \_\_\_\_\_ Vignette 10: Teacher-directed practice (snacks apples Hudson)
- \_\_\_\_\_ Zoom Rooms: i) principles of vignette; ii) questions asked
- \_\_\_\_\_ ABC of learning
- \_\_\_\_\_ Vignette 11: Using snack cards (Amelia)
- \_\_\_\_\_ \*Vignette 12: Snack cards (Hudson)
- \_\_\_\_\_ Zoom Rooms: i) principles; ii) questions; iii) practice set up
- \_\_\_\_\_ \*Vignette 6: Imitation, Gestures, Face to Face (eye game)
- \_\_\_\_\_ \*Vignette 13: Snack menus (toddlers at table)
- \_\_\_\_\_ Zoom Rooms: i) questions to ask; ii) practices to set up
- \_\_\_\_\_ \* Experts DVD 2D: Practice using picture cards with teachers (group leaders)
- \_\_\_\_\_ Practice singing—Old MacDonald/principles of singing
- \_\_\_\_\_ \* Teacher reflections
- \_\_\_\_\_ Assignments

**Note:** mention or send “hot tip” notes or a few autism chapters

## **Part 2: Promoting Social Development Sessions 3 & 4**

- \_\_\_\_\_ Buzz: Teacher assignments
- \_\_\_\_\_ Model review of classroom assignments
- \_\_\_\_\_ Rewarding and Supporting and Motivating Teachers
- \_\_\_\_\_ Content and Objectives of Part 2
- \_\_\_\_\_ \*Introductory Narration (*ended here session 3 March and Nov group*)
- \_\_\_\_\_ Benefits and Barriers modeled (2 Zoom rooms benefits and 2 rooms barriers and debrief)
- \_\_\_\_\_ \*Vignettes 3\*, 4, 5, 6\*, 7, 8: Drama Play (role play with food) bring in puppets
- \_\_\_\_\_ Zoom Rooms & for Vig 6 pause for thumbs up for modeling, prompting and intentional communication)
- \_\_\_\_\_ Zoom Rooms: Setting up practice in drama play; Room 1 goals for Hudson and Room 2 goals for Amelia; room 3: practice set up Hudson; room 4 Amelia
- \_\_\_\_\_ \*Vignettes 9: Social Coaching, Listening, Asking, Sharing (play dough)
- \_\_\_\_\_ Vignette 10: Waiting for a Turn
- \_\_\_\_\_ \*Vignette 11A: Promoting Cooperative Play
- \_\_\_\_\_ Vignette 11B: Cooperative Play
- \_\_\_\_\_ Using social skills visual cards (show cards)
- \_\_\_\_\_ Behavior Plans
- \_\_\_\_\_ Vignette 13: Using books to teach social skills (Amelia)
- \_\_\_\_\_ Principles of Reading
- \_\_\_\_\_ \*Vignette 14: Using Play scripts to promote joint play (Hudson, Payton blocks)
- \_\_\_\_\_ Vignette 15: using play scripts

\_\_\_ Zoom Rooms: After showing both 14, 15 and recording questions and principles go into 2 rooms to discuss value of sequenced pictures to promote joint play and 2 other rooms to discuss rationale for moving to expanding Hudson’s play options related to social coaching.

*(finished session 4 here March)*

\_\_\_ \* Vignette 16: Play scripts (Hudson snow man) *(finished session 4 here Nov 10)*

\_\_\_ \* Vignette 17: Encouraging Social actions with scripts (physical prompts)

\_\_\_ Vignette 18 A\*, B\*, C, D: Playground visual sequences

\_\_\_ Zoom Rooms: i) how teacher uses modeling, prompting, visuals, songs, and sensory routines on playground to promote social skills; ii) what practice will look like

\_\_\_ Vignette 19: (taking care of baby, incentives ((1.59 min)

\_\_\_ \*Vignette 20: (taking care of baby practice) (5.41 min) explain rationale

\_\_\_ \* Benefits of using puppets for teaching social skills

\_\_\_ Teacher reflections Hudson (first 3 min)

\_\_\_ Teacher reflections Amelia

\_\_\_ Classroom Activities

### **Part 3: Promoting Emotion Literacy and Self-Regulation Session 5**

\_\_\_ Goals, Objectives, and Agenda

\_\_\_ Benefits/Barriers Emotion Words

\_\_\_ \*Introductory Narration (2.41 min)

\_\_\_ Reading to Build Emotional Literacy

\_\_\_ Emotion feeling visuals

\_\_\_ Benefits, Barriers to Puppet Play

\_\_\_ \* Vignette 7: Using puppets in pretend play (Tiny Turtle scared, gentle pat, deep breathing 2 min)

#### **\* Tips for using puppets – practice in Zoom rooms**

\_\_\_ Vignette 8: Tiny turtle helps model calm down skills

\_\_\_ Vignette A\*, B: Using the calm down thermometer to help Tiny (Hudson at school)

\_\_\_ Practice with thermometer

\_\_\_ Sample Visuals for Calming down

\_\_\_ Summary

\_\_\_ \*Vignette 14: Ignore first and then calm down

\_\_\_ \* Teacher self-reflections (3.14 min)

\_\_\_ Assignments for teachers

\_\_\_ Certification

\_\_\_ Next Steps