

**Autism Parent Program
Training Workshop**
(3 days/21 hours)

Date of training_____

Location_____

Trainer or Mentor_____

Billing Information for per participant fee

Organization/Agency Name_____

Contact Name_____

Street Address_____

City_____ State/Province_____

Post Code_____ Country_____

Contact phone number_____

Contact email address_____

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years
1411 8th Avenue West
Seattle, WA 98119



AUTISM PARENT TRAINING WORKSHOP CHECKLIST (2-5 YEARS)

(3 days/ 21 hours) 6-17-22

Workshop is for those already trained in Basic IY program.



• • • • • CHECKLIST • • • • •

- Participant/group leaders should have the book, *Helping Preschool Children with Autism: Parents & Teachers as Partners* (one per group leader)
- Arrange room set up: chairs in semi circle (no tables), DVD Player, agenda written on flip chart
- Snacks: table set up with coffee, tea, and am/pm snacks
- List of participants with space to sign in each day (very important!)
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Handouts prepared, in binders
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day



• • • • • ITEMS NEEDED • • • • •

- Toys, blocks, Legos, simple and complex puzzles, coloring markers and paper, balloons, bubbles, children's blanket, plastic fruit, small cars, books: various developmental levels (toddler to preschool)
- Hand puppets (turtle, caterpillar) and small doll figures
- Chocolate/candies – small prizes (magnets, stickers)
- Feelings and self-regulation cue cards (on key rings)
- Calm Down Thermometer poster
- Visual Prompts: song choice cards, adult command ring, child activity choice board and sample child picture notebook, visual timer
- Attention Spotlight Poster
- Autism Pyramid Poster



• • • • • **DVDS NEEDED** • • • • •

- Autism Parenting Program DVDs
- Experts in Action - Autism Programs Facilitator Training



• • • • • **HANDOUTS** • • • • •

- Autism Program Session Outlines and Checklists (14 sessions)
- Self-Monitoring Checklist
- Objectives
- Sample Handouts of Home Activities and Spotlighting
- Blocks Picture & Communication Checklist
- Likes and Dislikes Handout, Antecedent Handouts
- *How I Am Incredible!* Handout
- Autism Collaborative Process Checklist Supplement plus Basic Process Checklist
- Articles



Autism Parent Training

Agenda Day One

Welcome, introductions and ground rules, agenda

Overview of all IY programmes & ASD programmes objectives & how different or same as BASIC program

Buzz characteristics of children

Brainstorm what it is like to be a parent of a child with ASD & implications for IY group leader principles

Buddy up to complete communication checklist on one child; categorize types in large group; break up to begin development of 3-4 language and play levels of types of (see handout)

NOON BREAK

**Part 1: Child directed narrated play promotes positive relationships
(vig 1-4, 6,7, reflections)**

- leader modelling brainstorm, buzzes & mediating vignettes;
- large group practice; using visual prompts (activity choice board)
- process IY vignette, role play & buzz strategies
- model closing (handouts, self-monitoring checklist, home practice assignments)

Summary, Evaluation and Close





Autism Parent Training

Agenda Day Two

Model beginning a new session & home activities review

Part 2: Pre- academic and persistence coaching promotes language skills

- model buzz/brainstorm academic and persistence coaching; role play practice & practice with video volume turned off (Vig 5)

Part 3: Social coaching promotes friendship skills

- practice in pairs thinking of questions to ask with vignettes

Part 4: Emotion coaching promotes friendship skills

- practice emotion coaching & using puppets

IF TIME

Part 5: Using pretend play to promote empathy and social

- benefits & barriers of pretend play

Summary, Evaluation and Close





Autism Parent Training

Agenda Day Three

Part 5: Using pretend play to promote empathy and social skills

- benefits and barriers of pretend play
- practice using puppets to promote empathy & friendship skills

Part 6: Promoting self regulation skills

- practice using the calm down thermometer and tiny turtle puppet

Part 7: Using praise and rewards to motivate children

- group leader practice small groups
- self-care buzz

Part 8: Limit setting and handling misbehavior

- ABC's; buzz behaviors to ignore

Advance programme for parents.. Partnership with teachers.. Example vignettes

Certification

Evaluation and close





WORKSHOP DAY 1

AUTISM PARENTING WORKSHOP (2-5 YEARS)

I. *Welcome & Introductions*

- ___ Introductions of participants
- ___ Participant goals for workshop
- ___ Review agenda for workshop days

II. *Overview*

- ___ **EXPLAIN** purpose of Autism Parenting Program and who program is targeted for. Overview of all IY programs & explain purpose of Autism Parenting Program, objectives and how same or different from Basic Program. See handout. (*Complete program can be offered to parents with children on the autism spectrum or with language delays or selected vignettes can be chosen for use in Basic parenting program when there are parents in the group who have children with developmental issues.*)
- ___ **BUZZ/BRAINSTORM** in small groups key points about general characteristics of children on the Autism Spectrum
- ___ **BRAINSTORM** what it is like to be a parent of a child with ASD & implications for IY group leader principles (e.g., collaborative process, self-monitoring, goal setting, practice, home activities, principle training, visual prompts etc.)
- ___ **SHARE** atmosphere that will be important to enhance parent learning (review collaborative process key principles)
- ___ **EXPLAIN** to participants that they will at times be leading the vignettes as group leader. Talk about how you will signal whether someone is “in role” or “out of role.”
- ___ **MODEL ESTABLISHING GROUND RULES** for giving feedback to participants in role. Debrief process afterwards.
- ___ **BUZZ/BRAINSTORM CHILD’S DEVELOPMENTAL STAGE:** In role as parent ask participants to pair up and complete one communication checklist for their child with ASD (they can think of a child they know). Afterwards in large group categorize each child’s communication stage and play stage (no play, unconventional, functional, pretend, rules based) and write a brief description on flip chart of each of the children.
- ___ **EXPLAIN** how the *How I am Incredible!* form is used with parents & goals set
- ___ **DISCUSS** how these child descriptions will be used and write a beginning description of each of 3-4 types of children to tailor role plays and specific parent skills. (see handout)

III. **Part 1: Child Directed Narrated Play Promotes Positive Relationships**

Vignettes marked with asterisk() are most important to show and practice.*

MENTOR/TRAINER MODELS

- _____ *Introduce topic
- _____ *Model Benefits and Barriers for child directed play for children on the spectrum
- _____ SHOW AND MEDIATE INTRODUCTORY NARRATION: As group leader, model how to mediate introductory narration. Debrief afterwards in small groups & share in large group
- _____ *VIGNETTE 1: MODEL LEADING VIGNETTE 1 Child Directed Narrated Play (Hudson) (comment on child's play stage). Debrief afterwards skills modeled
- _____ *VIGNETTE 2: Adding Interactive Interest to Play (*talk about when to intrude on child's play vs being child-directed and model with Wally lining up cars using bubbles*)
- _____ *VIGNETTE 3: Transition to New Activity (*Hudson*)
- _____ **BUZZ**: how to expand a child's interests
- _____ **BUZZ**: Child's Activity Likes & Dislikes (*see handout*)
- _____ **LARGE GROUP ROLE PLAY PRACTICE: Getting in Child's Spotlight**: Pick a participant to pretend to be one of the children who was described in the previous discussion as having little verbal communication and repetitive play (or use Wally to re-enact one of the children). Pick another participant to be parent who will demonstrate how to use the skills learned from Vignettes 1–3 for getting into the spotlight of a child who only lines up cars repetitively and rarely looks at parent. (E.g., gesturing, tone of voice, repetition, imitating child, following child's lead, pacing language and using appropriate verbal language for child's communication stage, positioning, etc.) Replay role play with a child with more language and how this is different from child with no language.
- _____ *VIGNETTE 4: Waiting for Child to Indicate Choice (*Amelia*)
- _____ SHOW EXPERTS IN ACTION DVD P5 (Demetrius) and/or DVD P6 (David): Carolyn showing how set up practices with children with minimal verbal language skills.
- _____ **LARGE GROUP PRACTICE: Using visual child activity choice cards.**
Choose another participant to be a child with limited language and another to parent. First ask parent to show child two objects of their likes such as banana or ball or small car and say, "want ball or car?" and wait for a response. Repeat this several times and when child points or looks interested or tries to mouth a side, he is immediately rewarded by getting what he wants.

Next, pair up pictures of objects with actual object and ask them if they want the car or banana (teaching them to understand the pictures).

You can expand this role play for children who have more language by adding on an extra word, such as "want **red** ball" or "**black** car."

In order to teach child how to say "no" you can offer something they don't want and prompt them to shake their head no, or say "no" or "no thanks" or "don't want."

- _____ SHOW EXPERTS IN ACTION DVD 2D (Carolyn demonstrates how to set up practices with visual cards)
- _____ *VIGNETTE 6: Imitation, Gestures and Face-to-face Interaction (*Amelia eye game*)
- _____ *VIGNETTE 7: Encouraging Verbal and Nonverbal Communication (*Hudson bubbles*)
- _____ **LARGE GROUP ROLE PLAY/PRACTICE:** Ask participants to demonstrate pausing blowing bubbles action to prompt language and reinforce occurrence. Then ask participants to pair up to practice with each other using bubbles.
- _____ ***SHOW Parent Reflections**
 - _____ *Review* a few methods of showing and mediating vignettes and setting up brainstorm or buzz or practice.
 - _____ *Review:* Part One Outline and Checklist, Self-Monitoring Checklist, Home Activities for the Week and Spotlight Tips
 - _____ Model closing a session, discussion of handouts, home activities and helping parents set goals with self-monitoring checklist

ENDING DAY

V. Model Closing of Session

- _____ Summary, Home Activities for the week, Spotighting tips and Reading (*Toddler or Preschool book*), Self-monitoring chart
- _____ Evaluations



WORKSHOP DAY 2

NOTE: On this training day participants will be given vignettes to show and lead discussions and set up practices. For each vignette one person will lead vignette and one will co-lead and record key points and principles. Afterwards the group will debrief and give them feedback. This is done by dividing up into 2–3 groups (depending on group size, 7–8 participants per group).

I. **Model Beginnings New Session & Review of Home Activities**

- ___ Welcome everyone
- ___ Ask “How did the child play sessions go?” “Any questions or comments about reading and experiences?”
- ___ Praise and celebrate with those who completed the home activities or did reading.
- ___ Ask about benefits and barriers to child-directed and coached play experiences.

II. **Part 2: Pre-Academic and Persistence Coaching Promotes Language Skills and School Readiness**

(think about questions to ask parents with these vignettes)

- ___ **DISCUSS** and **REVIEW** questions to ask when reviewing home activities from prior session *(or wait for 2nd day)*
- ___ *Introduce new topic, show **INTRODUCTORY NARRATION** and discuss rationale for coaching methods with these children
- ___ **BUZZ**: Pre-academic and Persistence Coaching Language *(review)*
- ___ ***VIGNETTE 1**: Pre-academic Coaching *(Amelia)*. In small groups share principles to derive from vignette and possible questions to ask.
- ___ **VIGNETTE 3**: Interactive Reading *(Kalani)*
- ___ **PRACTICE**: Using Wally practice reading when he has no interest *(obsessed with cars)* and how to get child interested in persisting with book
- ___ **DEBRIEF** all the steps involved in setting up role play practices.
- ___ ***VIGNETTE 4**: Persistence Coaching *(Amelia with yogurt and spoon)*
- ___ **SHOW** vignette and pair up leaders to think about questions they will ask parents with this vignette. *(Pause narration and vignette to prompt their questions.)*
- ___ ***LARGE GROUP PRACTICE: Persistence Coaching (mealtime)**. Choose an accredited group leader to set up role play for this practice. Here you can use a food activity such as a sippy cup with lid that can't open and parent is using persistence coaching to help the child persist and develop more independent behavior. Two other participants are chosen to be parent or child. First practice encouraging child to continue with trying to open and parent sets

- up for success by having the top partially off and easy to open. Replay the scenario where lid won't come off as easily, and child gets more frustrated.
- ___ ***ROLE PLAY PRACTICE:** using simple words stated slowly with gestures and concrete objects or visual prompts with a child who has no language.
- ___ **SHOW** Parent Reflections
- ___ **REVIEW** Part Two Outline, Record Sheet and Spotlighting handouts
- ___ **VIGNETTE 5:** Turn off the volume and practice persistence coaching language
- ___ **MODEL and PRACTICE** using boxes (like Kilani's boxes) with child with no language using gestures, imitation, repetition
- ___ **REVIEW** IY strategies for setting up buzzes, mediating vignettes, role plays and benefits barriers exercise if not already reviewed

II. **Part 3: Social Coaching Promotes Friendship Skills**

- ___ **BUZZ** in one group social behaviors or language to use with child with minimal interest in playing with others and another group with child interested in others but doesn't know how to initiate interactions.
- ___ *Introduce new topic and show **INTRODUCTORY NARRATION**
- ___ ***VIGNETTE 1:** Getting in Your Child's Attention Spotlight (*Hudson balloon ABC*)
- ___ **EXPLAIN** ABC on flip chart; A: set up visual prompt, B: words to ask, C: give balloon and praise; discuss importance of antecedent.
- ___ **PRACTICE** Imitation and Partial Modeling (use balloon to model)
- ___ **VIGNETTE 2:** Engaging Your Child with Songs and Gestures (*Kalani*)
- ___ **DEMONSTRATE** Song Choice Cards/Buzz song examples and key principles of singing (*sing slowly, repetition, large motor movements, use of family names, short songs, less 10 words, choice board, O MacDonald etc*)
- ___ ***VIGNETTE 3:** Coaching, turn taking, and Sharing (*Hudson*)
- ___ **ROLE PLAY PRACTICE: Coach participants to do practices** (*balloons*). When you feel you have modeled enough ask group leaders to pair up when you are showing vignettes to think about the principle of the vignette and what questions to ask parents to get the principle. Each mentor will coach one of the two smaller groups leading the discussion of the vignette and then setting up the practice. Give designated leader some balloons and give co-leader stickers, prizes, and a notebook to record principles. After vignette has been discussed, leaders set up practice with balloons in their group. This practice can evolve from blowing up balloon to taking turns and sharing balloon play.
- ___ ***VIGNETTE 4:** Prompting Waiting, Asking & Turn Taking (*Amelia sneaky squirrel Truman*)
- ___ ***BUZZ** social behaviors to target (if not done earlier)
- ___ ***VIGNETTE 7:** Reading as Joint Activity
- ___ **BUZZ** principles of reading with children (*pointing, labeling, choosing interactive books with flaps, textures etc, simple plot, create a book for child, go slowly, be animated, guide child's finger, short, put favorite book as reward for trying new book*)
- ___ **PICK** two leaders to demonstrate Vignette 8 or Vignette 13

- ___ ****VIGNETTE 8:** Using Social Sensory Physical Activities to Increase Social Interactions (*Hudson spinning chair*)
- ___ **BUZZ** sensory routines and songs, games and/or complete Sensory Likes and Dislikes handout
- ___ **ROLE PLAY/PRACTICE:** Ask leaders to set up role play to demonstrate how to use likes and dislikes as an antecedent to bring about learning opportunity (e.g., vacuum noise).
- ___ ***VIGNETTE 9:** Back and Forth Interactions; “I’m going to get you” (*Hudson*)
- ___ ***REFLECTIONS**
- ___ ***VIGNETTE 11:** Face-to-face & Joint Attention (*Hudson balloon raisins, banana*)
- ___ ***VIGNETTE 13:** Prompting Sharing, Helping and Verbal Responses (*Hudson*)
- ___ **EXPLAIN** ABC sequence.
- ___ **VIGNETTE 14:** Prompting How to Ask for Help (*Hudson spilled bubbles*)
- ___ **VIGNETTE 16:** Linking Helping Behavior to Feelings (*Amelia*)
- ___ ***VIGNETTE 17:** Coaching to Foster Independence (*Hudson – taking off shoes*)
- ___ **VIGNETTE 18:** Social Coaching During Mealtimes (*Hudson pretend phone*)
- ___ **PRACTICE** Social Coaching with 2 Children
- ___ ***SHOW** Parent Reflections

III. Part 4: Emotion Coaching

- ___ ***Introduce** new topic and show **INTRODUCTORY NARRATION**
- ___ **VIGNETTE 1:** Using Pictures to Teach Emotions (*Hudson pause/wait/partial modeling*)
- ___ **VIGNETTE 2:** Reading to Build Emotional Literacy (*Hudson*)
- ___ **BUZZ** Emotion Words and then Practice Role Play: In dyads practice reading and facilitating emotion language. Discuss how this is different for children with no emotion language vs those with some emotion language focusing on goals for child.
- ___ ***VIGNETTE 4:** Modeling, Naming and Prompting Emotion Language (*Hudson*)
- ___ **BRAINSTORM/BUZZ:** Using feeling cards
- ___ **VIGNETTE 6:** Helping Children Learn Unpleasant Emotions Change (*Amelia*)
- ___ Reflections
- ___ **REVIEW** Part Four Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotlight Tips

NOTE: workshop day 2 may end here with summary of learning, evaluations and closure. Or, if time you may begin Part 5.

IV. Part 5: Using Pretend Play to Promote Empathy and Social Skills

- ___ Introduce new topic and show **INTRODUCTORY NARRATION**
- ___ **VIGNETTE 1:** Using Pretend Play to Teach Helping Behavior (*Amelia*)

- _____ **REVIEW** Benefits and barriers of pretend play for children with ASD
- _____ *VIGNETTE 3: Using Pretend Play to Promote Social Skills (*Hudson Tiny*)
(Practice child hitting Wally or being afraid of Wally and how to respond)
- _____ VIGNETTE 4: Using Puppets to Promote Empathy (*Hudson Tiny spinning*)
- _____ *VIGNETTE 5: Using Puppets to Promote Empathy (*Amelia baby Dina*)
- _____ ***ROLE PLAY PRACTICE:** Practice in pairs doing first scenarios in tips for using puppets. Debrief afterwards.
- _____ VIGNETTE 6: Using Puppets to Promote Empathy and Friendship Skills (*Amelia, Truman, Tiny*)
- _____ **REVIEW** Part Five Outline and Checklist, Spotlighting Tips Sheet



WORKSHOP DAY 3

NOTE: Start with Part 5 if not done on Workshop Day two here. (Repeated below)

IV. **Part 5: Using Pretend Play to Promote Empathy and Social Skills**

- ___ Introduce new topic and show INTRODUCTORY NARRATION
- ___ VIGNETTE 1: Using Pretend Play to Teach Helping Behavior (*Amelia*)
- ___ **REVIEW** Benefits and barriers of pretend play for children with ASD
- ___ *VIGNETTE 3: Using Pretend Play to Promote Social Skills (*Hudson Tiny*)
(*Practice child hitting Wally or being afraid of Wally and how to respond*)
- ___ VIGNETTE 4: Using Puppets to Promote Empathy (*Hudson Tiny spinning*)
- ___ *VIGNETTE 5: Using Puppets to Promote Empathy (*Amelia baby Dina*)
- ___ ***ROLE PLAY PRACTICE:** Practice in pairs doing first scenarios in tips for using puppets. Debrief afterwards.
- ___ VIGNETTE 6: Using Puppets to Promote Empathy and Friendship Skills (*Amelia, Truman, Tiny*)
- ___ **REVIEW** Part Five Outline and Checklist, Spotlighting Tips Sheet

I. **Part 6: Promoting Children’s Self-Regulation Skills**

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ *VIGNETTE 1: Teaching Beginning Self-Regulation Skills
(*Hudson, breathing*)
- ___ *VIGNETTE 2: Using the Calm Down Thermometer with Children (*Hudson*)
- ___ **PRACTICE ROLE PLAY:** Using the Thermometer in pairs or triads; debrief experience
- ___ *VIGNETTE 3: Tiny Turtle Helps Model Self-Regulation Skills (*Amelia shy turtle*)
- ___ **PRACTICE ROLE PLAY:** Using Tiny Turtle
- ___ SHOW Summary Vignette and Parent Reflections
- ___ **REVIEW:** Part Six Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Gardening Tips

II. **Part 7: Using Praise and Rewards to Motivate Children**

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ VIGNETTE 1: Face-to-Face Praise (*Hudson, breathing*)
- ___ **BRAINSTORM/BUZZ:** Target behaviors and labeled praise

- ___ VIGNETTE 2: Charlie with cat
- ___ *VIGNETTE 3: Rewarding Self-Regulation Practice with a Sensory Activity (*Hudson spinning*)
- ___ **BRAINSTORM/BUZZ AND PRACTICE:** List incentives according to child's interests
- ___ *VIGNETTE 4: Motivating Children (*Hudson skittles*) (getting child to toilet)
- ___ **BUZZ:** Reward oneself (*see handouts self-praise, support network, reward self*)
- ___ SHOW Summary Vignette and Parent Reflections
- ___ **REVIEW:** Part Seven Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotlight Tips

III. **Part 8: Limit Setting and Handling Misbehavior**

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ *VIGNETTE 3: Limit Setting and Follow Through (*Hudson, timer*)
- ___ **ROLE PLAY/PRACTICE:** Using Command Cards (*show time timer*)
- ___ Rewriting commands with handouts
- ___ *VIGNETTE 4A, B: Requiring a Response (*Hudson*)
- ___ **VIGNETTE 5A, B, C, D: Managing Misbehavior (*Hudson ignoring*)
- ___ **PRACTICE:** Limit setting, redirection and ignoring (*Replay Vignette 5 with Hudson insisting to spin with parent giving lead time, using clear limit, redirecting and ignoring defiance*)
- ___ *VIGNETTE 6A, B, C: Ignoring ABC sequence
- ___ VIGNETTE 7: Hanook and Ignoring (buzz staying calm with handout)
- ___ VIGNETTE 8: Amelia Differential Attention
- ___ *VIGNETTE 10: Ignoring and Taking a Break (*Amelia*)
- ___ **BUZZ:** Positive Self-talk and Coping Thoughts (see handout)
- ___ SHOW Parent Reflections
- ___ SHOW Series Summary
- ___ **REVIEW:** Part Six Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotighting Tips
- ___ **DISCUSS** ending the sessions and final evaluations
- ___ **DISCUSS** Helping Preschool Children with Autism: Teachers and Parents as Partners Program with Hudson and Amelia. Note: this is a great followup training for parents to learn how to coach their children with peers and other family members.

IV. **Part 9:**

- ___ SHOW INTRODUCTORY NARRATION and teacher interviews from DVD and/or (Social 3 Parts 29,30,36,32 teacher reflections).
- ___ **REVIEW** Certification/Accreditation procedures

Date of training (day(s)/month/year): _____ / _____ / _____

Location: _____

Trainer or mentor: _____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years, Inc.
1411 8th Avenue West
Seattle, WA 98119 USA

