

# 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: \_\_\_\_\_

### ASSESS CHILD'S DEVELOPMENTAL LEVEL

*Did the leader(s):*

**YES    NO    N/A**

- |  |       |       |       |
|--|-------|-------|-------|
| 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?  | _____ | _____ | _____ |

### EXPAND PARENTS' ABILITY TO ENGAGE THEIR CHILD IN VERBAL AND NONVERBAL COMMUNICATION

*Did the leader(s):*

- |  |             |                |                 |                      |                      |
|--|-------------|----------------|-----------------|----------------------|----------------------|
| 1. Help parents understand how to use gestures, visual helpers and pictures and concrete objects to enhance interpersonal communication?   |             |                |                 |                      |                      |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">1<br/>Never</td> <td style="width: 20%;">2<br/>Rarely</td> <td style="width: 20%;">3<br/>Sometimes</td> <td style="width: 20%;">4<br/>Frequently</td> <td style="width: 20%;">5<br/>Very Frequently</td> </tr> </table> | 1<br>Never  | 2<br>Rarely    | 3<br>Sometimes  | 4<br>Frequently      | 5<br>Very Frequently |
| 1<br>Never   | 2<br>Rarely | 3<br>Sometimes | 4<br>Frequently | 5<br>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?   |             |                |                 |                      |                      |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">1<br/>Never</td> <td style="width: 20%;">2<br/>Rarely</td> <td style="width: 20%;">3<br/>Sometimes</td> <td style="width: 20%;">4<br/>Frequently</td> <td style="width: 20%;">5<br/>Very Frequently</td> </tr> </table> | 1<br>Never  | 2<br>Rarely    | 3<br>Sometimes  | 4<br>Frequently      | 5<br>Very Frequently |
| 1<br>Never   | 2<br>Rarely | 3<br>Sometimes | 4<br>Frequently | 5<br>Very Frequently |                      |

3. 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

4. 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

6. 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

7. 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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

3. Help parents develop empathy for their children's unique world view?

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

## 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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

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
------------	-------------	----------------	-----------------	----------------------

**Additional Comments:**