



**The Incredible Years** Incredible Years® Parent Autism Program  
Video Tele-Session Group Leader Training

Developed by C. Webster-Stratton, Ph.D.



Autism Spectrum & Language Delays Parent Program  
Ages 2 to 5 years

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**The Incredible Years**  **Buzz Introductions**


Introduce yourself. Find out the following:

- Name, agency, role
- Experience working with Incredible Years  
Basic programmes
- Experience working with children with ASD
- Have you done pre-training self-study?
- Goals for the training
- As a result of attending the training I would like to .....


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**The Incredible Years** **On-line Training Group Rules**

- Confidentiality for participant personal details assured
- Everyone's view points are respected;
- Leave sound unmuted if your background room noise is minimal because this adds flexibility to communication
- Mute sound and video at breaks
- Put hand up with finger 1, 2 or 3 to indicate you have a question and indicate who is first to speak
- Keep picture of you on to facilitate practices, discussions and trust
- At break don't disconnect from Zoom or you may get locked into waiting room
- Bring some toys such as legos, hand puppets, small cars, or puzzles to training sessions
- Enjoy getting to know each other, sharing reflections & practicing being a child or group leader




Choose co-host



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**The Incredible Years** **Incredible Years® Parent Autism Program**  
**Video Tele-Session Training**  
Carolyn Webster-Stratton, Ph.D.



**Read article** **Pre-training Self-Study**

Webster-Stratton, C., Dababnah, S., & Olson, E. (2018). The Incredible Years Group-Based Parenting Program for Young Children with Autism Spectrum Disorder. In M. Siller and Morgan, L. (Eds.), Handbook of Parent Coaching Interventions for Very Young Children with Autism (pp.261-283). Switzerland: Springer.



<http://www.incredibleyears.com/article/the-incredible-years-group-based-parenting-program-for-young-children-with-autism-spectrum-disorder-2/>



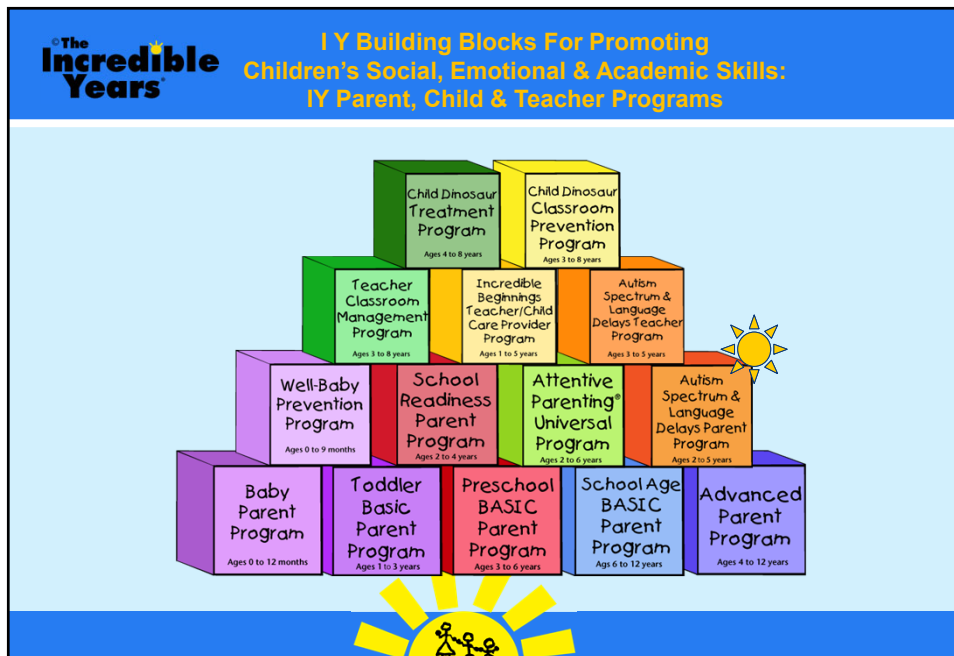
**Read introduction and chapter one in The Incredible Years parent book (3<sup>rd</sup> edition)**

**Participants must have group leader manual, DVDs and parent and group leader/therapist books to participate.**

<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



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## Incredible Years Training Agenda 5, 3-hour Tele-Sessions

**Session One:**  
 Overview of program objectives, agendas, logistics, research  
**Content Part 1:** Child directed narrated play promotes positive relationships  
 Methods & Processes: Collaborative process, rules, mediating vignettes, leader/coleader roles, assessing children, introducing topic, benefits/barriers

**Session Two:**  
**Part 1 cont'd:** Child directed play  
**Part 2:** Pre- academic and persistence coaching promotes language skills  
 Methods & Processes: Setting up role play spotlighting practices, using visuals, buzzes, home activities, ending sessions

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**The Incredible Years** **Incredible Years Training Agenda**  
**5 3-hour Tele-Sessions**

**Autism Spectrum & Language Delays Parent Program**

**Session Three:**  
**Part 3:** Social coaching promotes friendship skills  
**Part 4:** Emotion coaching promotes friendship skills  
Methods and Processes: reviewing home activities, mediating vignettes, setting up coaching practices, ABC of behavior change, using visuals, tailoring to child's language and play development

**Session Four:**  
**Part 5:** Using pretend play to promote empathy and social skills  
**Part 6:** Promoting self-regulation skills  
Methods and Processes: parent role play practices, trainee practices, parents modeling, self care and building support networks



**Session Five:**  
**Part 7:** Using praise and rewards to motivate children  
**Part 8:** Limit setting and handling misbehavior



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**The Incredible Years** **Incredible Years Parent Autism Training Agenda**  
**Session One Overview**

- Welcome, Introductions
- Answer questions regarding self-study reading
- Overview of all IY programs & ASD program objectives & how program is different or same as BASIC program
- Buzz characteristics of children with ASD
- Brainstorm what it is like to be a parent of a child with ASD
- Group rules & identifying parent goals
- Complete communication checklist & the *How I am incredible!* child template
- Overview of 2-hour group agenda
- Modeling & trainee practicing as group leaders to mediate vignettes
- Review session closing
- Between session parent assignments




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**The Incredible Years** **Who Is the Incredible Years® ASD Program for?**



- Parents of children 2-5 years with ASD or language and communication difficulties
- Vignettes can be used as a supplemental to IY Basic or Toddler parent programs as needed
- Parents may continue onto IY Toddler or Basic training or may have already completed training in these programs
- 14-15 2-hour sessions with final session for review and evaluation, number of sessions may take longer for some groups



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**The Incredible Years** **How IY-ASD program is different from the Basic IY Parent Program?** 



- Increased focus on coaching language, imitation, sensory routines, social communication, use of pretend and puppet play & self-regulation skills
- Enhanced focus on parent self-care & building support networks
- Smaller group size 6-8 parents
- Leader experienced and knowledgeable in ASD practice
- Use of visual supports including picture schedules, choice cards, command & feeling cards & physical sensory approaches
- Tailoring practices to children's communication and play level stages
- Explicit teaching about prompting, and the ABCs of behavior change
- Supplemental home visits to coach parent-child interactions



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**The Incredible Years** Some SIGNALS of Children with ASD

- **Social interaction and verbal communication is impaired with peers and adults**  
~ echolalia, delay in babbling, don't follow simple commands, delay in combining words
- **Imagination, pretend play, ideas and creativity reduced & unconventional play**  
~ pretend play repetitive, obsessive or copied, solitary
- **Gestures and nonverbal communication limited**  
~ don't wave goodbye, uses someone else's hand as tool, lack of pointing to show objects or share interest; doesn't follow a pointing gesture





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**The Incredible Years** Some SIGNALS of Children with ASD

- **Narrow range of interests, routines and repetitive behaviors**  
~ repetitive behaviors or rituals, flapping, body rocking, spinning, finger flicking, arranged objects in lines, dislike of change
- **Affect withdrawn, & unaware of others' feelings**  
~ anxious, emotional dysregulation
- **Lack of spontaneous gesture that expresses emotion**  
~ lack of smile and eye contact
- **Sensory responses are unusual**  
~ fearful of certain sounds, sights, touch, smell

(other diagnoses ADHD, Conduct Problems, )




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**The Incredible Years** **What is the IY Collaborative Model?**

- active, self-reflective, non-blaming, a non-hierarchical, reciprocal relationship built on trust, respect & open communication (Webster-Stratton, 1989)

*Acknowledges that expertise is not sole property of group leader, that parents are experts regarding their children's needs, goals, family culture and environment ~ means to labor together.*



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**The Incredible Years** **IY Autism Parent Program Topics (14-15 2-hour sessions)**

- Part 1: Child-Directed Narrated Play Promotes Positive Relationships
- Part 2: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness
- Part 3: Social Coaching Promotes Friendship Skills
- Part 4: Emotion Coaching Promotes Emotional Literacy
- Part 5: Pretend Play Promotes Empathy and Social Skills
- Part 6: Promoting Children's Self-Regulation Skills
- Part 7: Using Praise and Rewards to Motivate Children
- Part 8: Limit Setting and Behavior Management

» **Approx 2 sessions per topic**




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**The Incredible Years** **Part 1: Content & Objectives** 

**Part 1: Child-Directed Play Promotes Positive Relationships**

- Value of Parents giving focused child-directed attention
- Understanding how to get in a child's attention spotlight & not letting a child exclude you
- Understanding how to narrate child directed play to build language development
- Learning how to transition to new play learning opportunities
- Appreciate the importance of gesturing, imitation, modeling, face to face interactions & visual prompts
- Value of using picture choice cards
- Choosing games that address your child's sensory needs but not overstimulating



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**The Incredible Years** **Incredible Years® Parent Autism Program Goals** 

**Goals for Parents**

- Improve parent-child relationships, sensitivity & attachment
- Reduce harsh discipline
- Increase parent social support networks & reduce stress
- Increase parents involvement in ways to promote their children's cognitive, emotional and behavioral development
- Increase home-school communication


**Goals for Children**

- Promote language development and school readiness behaviors
- Increase social skills and friendly interactions with peers
- Increase emotional literacy and self-regulation skills
- Increase empathy




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**The Incredible Years** **IY Group Overall Session Structure (2 hours)** 

- **25 Minutes:** Check in on parents' current family situation, goals, benefits of prior week's home activities and barriers, reading assignments, & buddy calls
- **30 Minutes:** Introduce new topic, show 1-2 vignettes, discussion and role play practice of new skills.
- **10 minute coffee break**
- **45 Minutes:** Continue showing 1-2 vignettes, discussion, and role play practice of new skills
- **10 Minutes:** Summary of key learning, set weekly goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Individual check in: Email, text, & call each parent





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**The Incredible Years** **Format for Parent Group IY Video Tele-Session (60-90 min)** 

- **15 Minutes:** Check in on parents' current family situation, stress level, and self-care and coping strategies (*there will not be time for every family will do a detailed check in*)
- **30 Minutes:** Check in regarding parents' goals from prior session. Reassess. Focus on successes, identify key principles used, problem solve barriers (*there will not be time for every family will do a detailed check in*)
- **40 Minutes:** New content, 2-3 vignettes, discussion, and role play practice of new skills (practice may be with child, if appropriate). Zoom rooms may be used for smaller practices.
- **10 Minutes:** Set new goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email & call each parent/send buzz form



• **4-6 parents in a group**



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**The Incredible Years** **Parent Group First Session (2 hours)**

- **10 min:** Introductions
- **10 min:** Brainstorm Group Rules
- **20 min:** Learning about the Child ~ *Communication checklist & How I am incredible! forms*
- **10 min:** Parent Goal Setting
- **10 min:** Explaining IY autism program & connecting autism parent pyramid to parent goals
- **10 min Break**
- **25 min:** Show 1-2 vignettes with role play practices
- **15 min:** Review home activities, reading, set weekly goal, session evaluation


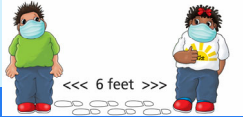




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**The Incredible Years** **Sample Group Rules**

- Confidentiality for parents and children: personal details are not shared outside the group
- Respect: listen to others' ideas, recognize that not all parents will parent in the same way, no put-downs
- Cell phone quiet: step outside to take a call or send a text
- Everyone should participate, but you have the right to pass
- Start and end on time
- Try to do homework between sessions

**Carolyn's rules .. "have fun and enjoy each other"**



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## Child Communication Checklist (With Parent)

Doesn't understand/ignores/blank stare	Looks at parent	Protests/Refuses/Tantrums	Pulls parent arm/gestures	Points/Reacts/Nods	Uses visual pictures	Shares/Offers things	Makes sounds	Immediate Echoes/copies	Delayed echoes*	Uses 1-3 words/signs	Whole sentence/signs

**In response to:**

- Wants something from parents (e.g., food or toy)
- Doesn't want to stop (singing, spinning)
- Not getting what s/he wants
- Wants to stop (getting dressed, out of bath, loud noise)
- Response to parent one-step direction
- Response to multi-step directions
- Response to parent offering choices
- Response to parent greetings (hello, bye-bye)
- Feeling expression

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Krz #l#lp #lqfung lech\$

P   @kxv u  @l kcktr@h@j  M@rcgqtr M@v#H thad klp h@v,-	P   @kxv u  @l kcktr@h@j  M@rcgqtr M@v#H thad klp h@v,-
P   @kxv u  @l kcktr@h@j  M@rcgqtr M@v#H thad klp h@v,-	P   @kxv u  @l kcktr@h@j  M@rcgqtr M@v#H thad klp h@v,-

- Family Context
- Child Language Level
- Child Play Level
- Sensory Likes/Dislikes
- Behavior Problems
- Child's Strengths
- Child Goals
- Parent Goals

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**The Incredible Years** **Goal Setting**

### Teachers Thinking Like Scientists

**Child Problems**


- Anxious
- Withdraws from peers
- Repetitive play
- Avoids teachers


**Child Strengths**

- more verbal and interactive with parents at home
- enjoys physical stimulation such as spinning, running, swinging

**Goals**

- Promote his ability to initiate interactions with one peer
- Use visual prompts to suggest how to ask a child to play
- Promote more variety to his repetitive play but using visuals to suggest other things he can do with blocks, play dough and on play court
- Build social skills asking and joint play with social coaching, visuals and gestures
- Teacher some calm down strategies
- Work with parents and invite them to classroom to support his play skills







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**The Incredible Years** **Overcoming Barriers**

### Teachers Thinking Like Scientists

<p><b>Child Problem</b></p> <p>Withdraws from other children in classroom</p> <p>Highly anxious with teachers and other children</p> <p>Repetitive play</p>	<p><b>Goals</b></p> <p>Initiate interactions with one child</p>	<p><b>Strategies</b></p> <p>I will use sequenced pictures to help him learn how to ask a child to play</p> <p>I will use persistence coaching</p>	<p><b>Benefits</b></p> <p>Help him to be more comfortable with another child and have some ideas for what to play with</p>	<p><b>Obstacles</b> <small>(Benefits, feelings barrier to self &amp; others)</small></p> <p>he will withdraw and I need to find motivators for the play activities.</p> <p>I will talk to parents about this</p>	<p><b>Ongoing Plans</b></p> <p>I will develop simple sequenced for initiating play and support him even when he just sits next to another child</p> <p>I will use social coaching with him to model the social behaviors and use puppets to model this because he is more comfortable with puppets</p> <p>I will share plans with parents</p>
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**The Incredible Years** **Benefits and Barriers: Sample Responses**

**Typical Parent Benefit/Barrier Responses**

**Benefits of Play with Child on the Spectrum:**  
Helps to build connection with my child  
Teaches my child how to play  
We have fun  
I feel like I'm doing something good when I play with him



**Barriers to Play with Child on the Spectrum:**  
My child doesn't respond when I try to play  
My child doesn't know how to play  
My child gets agitated if I try to introduce a game  
My child only likes to.....line up toys, rock, spin  
My child would rather be alone  
It is boring and I don't think I am doing anything worthwhile



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**The Incredible Years** **Group Leader Collaborative Process: Strategies Used So Far for Checklists, Group Rules & Goal Setting**

- Asks open ended questions
- Paraphrases and highlights key principles/ideas/goals from parents
- Validates parent point of view and knowledge of child
- Listens to parent ideas more than lecturing
- Shows empathy for parent's experience
- Does not try to fix problems at this point in the program
- Conveys hope and links parents' goals for self & child to topics in the IY autism program





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**The Incredible Years** **Summary Mediating Video Vignettes For Discussion**

**IY Group Leaders**


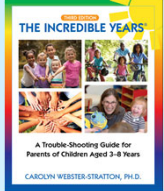

- Pause video introduction to explain terms & check parent understanding of key concepts
- Set up a vignette focus (explain what to focus on when watching vignette)
- Pause a vignette several times for reflection, buddy buzzes, questions, & scripting
- Ask probing questions about vignettes to promote self-reflective learning & pull out "principles" from discussion
- Tailor questions to parents' goals and culture
- Set up practices



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**The Incredible Years** **Session One Trainee Assignments**

- Read parent book chapter 2 on child descriptive commenting, pre-academic and persistence coaching methods
- Watch some vignettes from Part 1 & notice how the manual supports group leaders to mediate vignettes with suggested questions, key points and suggestions for practices.



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**The Incredible Years** Incredible Years® ASD Parent Program:  
**Session Two**



**Part 1 cont'd: Child-directed Play**  
**Part 2: Pre-Academic and Persistence Coaching Promotes Language Skills and School Readiness**



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**The Incredible Years** Incredible Years Parent Autism Training Agenda  
**Session Two Overview**

- Welcome, Introductions
- Answer questions regarding self-study reading
- Review of Group Leader mediating video vignettes
- How to set up large group role play parent practices
- Ending group sessions protocol- home activities, record sheets, spotlight notes
- Group leader checklists, session evaluations
- Opening sessions, questions to ask





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**The Incredible Years** **Group Leader Mediates Video Vignettes For Discussion (Summary)**

**IY Group Leaders**



- Pause video introduction to explain terms & check parent understanding of key concepts
- Set up a vignette focus (explain what to focus on when watching vignette)
- Pause a vignette several times for reflection, buddy buzzes, questions, & scripting
- Ask probing questions about vignettes to promote self-reflective learning
- Tailor questions to parents' goals and culture



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**The Incredible Years** **Steps to Setting up Large Group Practice to Enhance Learning**

- Explain rationale for parent practices
- Start with a **large group** role play practice
- Choose parents to practice; do not ask for volunteers
- Establish child's language and play level
- Explain parent role in scenario (get in child's spotlight) discussion of video vignette
  - *Ready-set-action*
  - Pause action to debrief, reflect, praise, new ideas
  - Replay with child of different language level
  - Follow by setting up small group triad practices selected according to children's language & developmental levels





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**The Incredible Years** Large Group Role Play Practice 

**Use objects of reference to prompt communication response (after vignette 4) (page 70 choice cards) Part 1 handouts**

**First practice (using objects of reference):** ask parent to show child two liked-objects such as 'car or ball'  
Ask: "Do you want ball or car?" and wait for a response. Repeat this several times and when child points or communicates a choice, he is immediately rewarded by getting what he wants.




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**The Incredible Years** Large Group Role Play Practice 


**Use objects of reference and activity choice boards to prompt communication**

**Second practice (pairing picture symbol with object):**  
Pair up pictures of objects with actual object and ask child if they want E.g. the car or ball  
Expand this role play for children who have more language by adding on an extra word, such as "want *red* ball" or "*black* car."



**Third Practice:** Teach your child how to say "no" :  
Offer something the child doesn't want with something they want and prompt them to shake their head no, or say "no" or "no thanks" or "don't want"

*Show Vig 6.7*





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**The Incredible Years** **Parents Prompting language responses with favorite activity**

- Get into child's attention spotlight
- Prompt the words or pictures or gestures (e.g. bubbles please)
- Wait for a response
- Reward with the favourite activity
- Mirror / imitate child's verbal responses or signing, use gesturing, enthusiastic tone of voice, repetition, follow child's lead, pace language and make it appropriate for child's communication stage, think about positioning.



*Show vignette 4: Waiting for Child to Indicate Choice (Amelia)*



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**The Incredible Years** **Spotlighting**  
**What have parents learned about getting in their child's spotlight to enhance their language?**


- Get face-to-face contact and gain your child's attention before talking
- Use simple, short sentences to narrate what child is doing, seeing & experiencing; (limit instructions and questions)
- Wait and pause for your child's turn to respond with a gesture, or word before speaking again
- Listen, imitate, mirror and repeat your child's sounds, gestures, behaviors & words
- If your child is just speaking one word, start by adding a second word. Keep it simple, slow down, and build repetition
- Combine your words with gestures
- Narrate your child's activities during daily routines such as mealtimes, bedtime, dressing, teeth brushing




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**The Incredible Years** **Summary of How to End Sessions**

- Summarizing key learning points & principles from flip chart & review spotlight notes (handouts) 
- Review parent home activities & record sheets, reading, assign learning to home situation & tailor as needed
- Parent goal setting for week (complete self-monitoring checklist)
- Parents complete session evaluation




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**The Incredible Years** **Part 2: Content & Objectives** 

**Part 2: Pre-academic & Persistence Coaching Promotes Language Development & School Readiness**

- Determining appropriate developmental goals for children with autism
- Tailor pace, amount, and complexity of language modeled according to child's communication stage
- Understanding the value of persistence coaching for promoting children's attention and managing their frustrations
- The modeling principle ~ and importance of positive affect & exaggerated facial responses
- Staying in child's attention spotlight by being responsive
- Understanding the value of prompting & pre-academic coaching for building children's language skills
- Adjusting verbal and nonverbal language & visual prompts according to children's communication stage




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**The Incredible Years** **Part 2: Content & Objectives** 

**Part 2: Pre-academic & Persistence Coaching Promotes Language Development & School Readiness**

- Responding to children’s language as meaningful even if not understandable or conventional
- Using visual supports such as gestures, pictures and concrete objects to help children understand what others are saying
- Understanding the value of persistence coaching for promoting children’s attention and managing their frustrations
- The modeling principle ~ and importance of positive affect & exaggerated facial responses





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**The Incredible Years** **Sample Questions about Home Activities**


**Parents first share a success with buddy in buzz and then give feedback in group with group leaders mediating and asking additional questions.**

- *Share one thing that went well this past week with your child.*
- *What was the impact of using the child-directed approach? Or, visual prompts such as choice activity boards? How did you feel? Did this help you get in your child’s spotlight?*
- *What was the response of your child?*
- *What play activities did you do?*
- *Were you able to achieve the goal you set for the week?*
- *Share one difficulty (barrier) and what you would do differently next time?*







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**The Incredible Years** **Key Points for Review of Home Activities** 

- Start sessions by reviewing specific weekly home activities & refer to parents' previous session self-monitoring weekly goals
- Reward some successful home experiences and have 1-2 parents demonstrate; encourage group celebrations
- Discuss and troubleshoot barriers to home activities (e.g, lack of time for play, or child not responding, or withdrawing )
- Normalize challenges and predict success when parents are struggling
- Spontaneous role play, as needed ,to try different approach




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**The Incredible Years** **Review with Parents Prior Session Learning**

**What did you learn about ways to get in your child's spotlight?**



- Position yourself carefully with face to face contact
- Be child-directed and follow your child's focus of attention or theme
- Respond to your child's nonverbal initiations; avoid instructions, corrections & questions
- Narrate what your child is doing with simple words or short phrases
- Model and imitate your child's actions, words, and sounds with enthusiasm
- Reinforce your child for looking at you with smiles, praise, laughter and by giving them the desired object
- Reduce distractions during play by turning off TV, computer, phone or number of people present



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**The Incredible Years** **What are the Key Points for Pre-academic coaching for children with some language?**



- Listen carefully to what child is saying
- Repeat back or imitate child's words and expand by adding one more word or concept; avoid adding too many extra words
- Wait or pause for child responses with nonverbal gestures or words before speaking again
- Prompt your child's speaking by modeling the word you want to teach
- Label concepts that match your child's cognitive abilities and goals (e.g., shape & colors for preschoolers vs. patterns & sequences for early school age children)
- Relate events or play scenarios to child's life events or experiences
- Avoid questions
- Use a puppet to model slightly more complex language than child has
- Talk about or describe your own actions while shopping, cooking, or doing a project
- Act as if you understand your child



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**The Incredible Years** **Buzz: How will parent language be different for children with limited or no verbal language?**

- Name objects (e.g., names of things child uses daily such as clothing or a food item)
- Name child or teacher actions (e.g., walking, listening, putting, dressing, handwashing, brushing, toilet)
- Name positions (up, down, beside, behind)
- Use gestures with simple words
- Slow down pace
- Pair actual objects or actions with simple words
- Pair visual pictures of objects or actions with simple words
- Avoid questions
- Wait or pause for child responses with nonverbal gestures, sounds or words before speaking again
- Imitate child's words, sounds, gestures
- Be enthusiastic and act as if you understand your child





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**The Incredible Years** **Tailor Language to Child's Language Development Level**

<p><b>Children with very little language</b> <b>Name:</b></p> <ul style="list-style-type: none"><li>• Actions (walk, run, sit)</li><li>• Objects (car, banana, ball)</li><li>• Prepositions to communicate needs (up, down)</li><li>• Communication verbs (stop, come, give, want).</li></ul>	<p><b>Children with some words for objects, actions</b> <b>Name:</b></p> <ul style="list-style-type: none"><li>• Colors</li><li>• Shapes</li><li>• Numbers/Letters</li><li>• Positions</li><li>• Sizes</li><li>• Animals</li></ul>
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**"one up" rule:** Commenting should add one more word to child's usual sentence structure ~ so if child uses one word, add a 2nd word such as "ball throwing". Or if child has only sounds fill in the word such as "bbb..ball" increase number and complexity of the commenting as children's language develops.



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**The Incredible Years** **Possible Ideas/Principles of reading generated from parents on flip chart**


- Read with child so there is face-to-face contact
- Adapt reading to child's stage of communication
- Use physical hand signals, pointing gestures, sign language, animal sounds & songs when looking at pictures
- Respond immediately to child's verbalizations or gestures
- Prompt and imitate your child's word use
- Be animated, read slowly
- Choose interactive books with flaps, buttons to push, and textures.. simple plots
- Create books for your child with photos
- End reading with "all done" signal




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**The Incredible Years** **Review of Steps for Setting Up Large Group Parent-Child Communication Practice**

- First determine scenario (e.g., child disinterested in book; expanding play interests to books;)
- Establish child's language and play level & goal
- Explain parent role in scenario
- Review parent script on flip chart from video discussion ~ "Ready-set-action"
- Pause action to debrief, reflect, praise parent's approaches, explore new ideas
- Replay interaction with child of different language level
- Follow by setting up small group triad practices



USE ROLE PLAY TO ENHANCE TEACHING




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**The Incredible Years** **Large Group Role Play Practice: Persistence Coaching at Mealtime**

**Parent and Child (be clear about level of development)**  
**(after vignette 4)**

- Use a food activity such as a yogurt pot with lid (or sippy cup)
  - parent uses persistence coaching to help the child persist in taking off the lid & develop more independent behavior
- First set 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.
- Scaffold by thinking about words to use and verbal and physical prompts



LG4




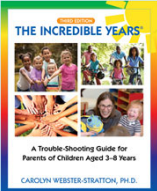

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**The Incredible Years**

## Session Two Trainee Assignments

- Read parent book chapter 3 & 4 on social and emotion coaching methods
- Review group leader manual and some video vignettes and leader questions for Part 2



**The Incredible Years** Incredible Years® ASD Parent Program 


**Session Three**

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

**Part 4: Emotion Coaching Promotes Emotional Literacy & Self-Regulation**



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**The Incredible Years** **Sample Parent Questions about Home Activities** 

**Sample questions group leaders can ask parents**

*What successes did you have with **academic or persistence coaching**?  
What words did you use?  
Were you able to get in your child's spotlight? How did you do that? Can you show me what you did or said? How did your child respond to this coaching language? What do you think s/he learned?  
Did you achieve your personal goal for the week? How can you reward yourself for that effort?*

*What made it difficult to do descriptive commenting and/or persistence coaching? How can you overcome that obstacle? What are the language goals are you working on?*



Debrief




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**The Incredible Years** Incredible Years Parent Autism Training Agenda  
**Session Three Overview**

- Welcome, Review
- Targeting social behaviors and emotion language for each child
- Understanding the ABC of behavior change
- Key principles of singing to children with ASD
- Setting up ABC practices for parents
- Understanding parent-child reading as a joint activity to build social skills and emotion language
- Using sensory physical routines
- Use of Visuals




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**The Incredible Years** Part 3: Content & Objectives 

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

- Social Coaching and one-on-one child-directed play promotes child social skills
- Understanding how to model, prompt and coach a child's social skills
- Responding enthusiastically and with exaggerated praise when ever a child shares or helps you
- Understanding how to use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to a parent's face
- Encourage back and forth communication by pausing to wait for child's response or signal before giving child what s/he wants
- Use puppets and pretend play to encourage social communication
- Use social coaching at dinner, bed time or dressing time.



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**The Incredible Years** Explaining the ABC of behavior change 

A B C

**A**ntecedant ~ get into child's spotlight with favourite activity or object to get child's attention (e.g., balloon)

**B**ehavior ~ prompt the behavior you are encouraging


**C**onsequence ~ give reward of activity, or object and praise and mirror child's words and gestures



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**The Incredible Years**  Buzz key principles of singing

- Sing short songs with small number of words repeated
- Pair songs with gestures, and other sensory stimulation such as clapping, rocking
- Sing face to face
- Adjust number of words to child's language level
- Pause songs and offer child turns with words or actions
- Use child & family names
- Use song cards for choices
- Combine with pretend play such as puppet singing
- Use partial prompts
- Say "all done" when finished



Using Sensory Games & Songs 



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**The Incredible Years** **Large Group Practice of ABC Sequence**



- Determine target social behavior (**B**) that is developmentally appropriate for child
- Determine the motivating antecedent (**A**) (from favorite activities list)
- Choose parent to practice
- Explain language and social level of child
- Reviewing parent script from discussion of prior vignettes ~ *Ready-set-action*
- Pause action to debrief, reflect, praise parent, explore new ideas
- Replay with any new suggestions
- Follow by setting up small group triad practices




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**The Incredible Years** **Experiential Planned Small Group Practices**

- Select participants for small group practices (triads) according to developmentally similar children (language and play levels)
- Tailor practices according to individual parent's needs & goals & children's developmental and language level
- Pause practices as needed for clarification
- Ask one participant in triad to be coach and give positive feedback to parent for her efforts
- Exchange roles




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**The Incredible Years**  **Summary Social Coaching One-on-One**

- During play, parent models social skills for child such as offering to share, wait, take turns, ask for help, pointing or gesturing, smiling, eye contact, and praising
- Parent prompts child to ask for help, take a turn, share something, or respond to friend's request. Let go if child does not respond to prompt
- Enthusiastically praise & positively gesture any time child offers verbally or nonverbally to share, help, respond to a request or give eye contact
- Use pretend play with puppet or action figure to model or prompt social skills
- Model and prompt actual words to copy, "you can say, I want truck please."

**Get in your child's attention spotlight!**



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**The Incredible Years**  **Buzz**   
**Using Fun Sensory Physical Routines to Motivate Social Interactions & Joint Play**

***When your child seems withdrawn, uninterested, unresponsive or bored, how can you increase his energy and motivation?***


- Exaggerate your fun responses and gestures with smiles, tickles, silly noises and facial expressions
- Play games such as a peek-a-boo, finger play, name a hidden object or clapping sequence
- Engage in your child's favorite rhythmic song or physical game
- Use picture choice cards to help child choose a song or game
- Add occasional surprises: new sound, reverse movement, object, or game
- Pause frequently to prompt your child to signal you for what he wants next
- **Make sure you are not simply entertaining your child without requiring him or her to stay connected with you by responding**




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**The Incredible Years**

**The Incredible Years Principles of Reading with Extra CARE (E-CARE)**





- E** Extra Care ~ picking book on topic child likes, with pictures, flaps, hidden objects, textures, sounds, smells
- C** Comment strategically according to child's developmental level; pacing slowly, imitating, repeating with gestures, funny noises, enthusiasm so child can see your face. Use "one up" rule. Use prompts & partial prompts.
- A** Avoid open-ended questions, pace commenting, repeat often, & imitate child responses and gestures
- R** Respond & Listen; Slow down, wait and pause before talking again; Encourage back and forth quality.
- E** Expand with gestures, showing actual object, adding one of child's likes, (song, or touch, or puppet), surprise




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**The Incredible Years Other E-Care Reading Principles**

- Keeping reading fun and simple using "one up" principle
- Showing kindness and avoiding commands & criticism
- Allow child to re-read stories as often as s/he wishes
- Slowing down and building repetition with enthusiastic tone
- Reading so your child can see your face and expressions
- Singing at times
- Using hand signals, gestures, sound effects, and objects
- Make sure there is a back and forth quality when reading




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**The Incredible Years** **Part 4: Content & Objectives** 

**Part 4: Emotion Coaching Promotes Emotional Literacy**


- Emotion coaching promotes children’s emotion language and empathy
- Emotion language is a precursor to self-regulation
- “The Attention Rule”.. the principle of paying attention to more positive than negative emotions & modelling positive expression of emotions
- Understanding how to respond effectively to negative or uncomfortable emotions
- Learning how to combine emotion coaching with social and persistence coaching
- Using feeling picture cards and books to promote children’s understanding of feeling words and beginning empathy



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**The Incredible Years** **Suggestions for Introductory Questions**

- *What emotion words does your child have?*
- *Does your child have nonverbal gestures to indicate his or her words? How does your child tell you what s/he is feeling?*
- *Does s/he tell you positive feeling words as well as negative feeling words?*
- *Does your child use pictures to tell you his or her feelings?*
- *How do you think your child is feeling?*
- *Does your child recognize feelings in others?*






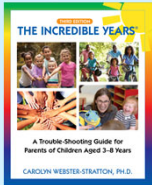



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**The Incredible Years** **Session Three Assignments**

- Read parent book chapter 12 (emotional regulation).
- Review group leader manual and some video vignettes and questions for Parts 3 & 4



**The Incredible Years** Incredible Years® ASD Parent Program **Session Four** Autism Spectrum & Language Delays Parent Program Ages 2 to 5 years

**Part 5: Using Pretend Play to Promote Social Skills**  
**Part 6: Promoting Self-Regulation Skills**



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**The Incredible Years** **Part 5: Content & Objectives**

**Part 5: Pretend Play Promotes Empathy and Social Skills**

- Understanding the value of pretend play with puppets to promote children's social skills and empathy
- Understanding the most effective ways to use puppets with children
- Developing scenarios and practicing them to promote children's social skills, empathy and emotion language
- Understanding how to use puppets and action figures along side reading books



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**The Incredible Years** Incredible Years® ASD Parent Program  
**Part 5: Using Pretend Play to Promote Empathy and Social Skills**


Autism Spectrum & Language Delays Parent Program  
Ages 2 to 8 years



- Intro Vignette
- Benefits Pretend Play
- Vignettes 1, 3, 5
- Set up Puppet Role Play (tips page 79-80) (part 5)




Pretend & Puppet Play



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**The Incredible Years** Parents Introducing a New Puppet to Children With ASD



**Parents prepare children:** What could you say to a child with ASD to prepare him or her to meet a puppet? How can you set the child up for a successful meeting?

**Some ideas:**



- Describe that the puppet is excited to meet them (but a little shy or nervous)
- Decide on puppet's language level
- Decide what emotion language or social behavior the puppet will model
- Let the child know that the puppet will be more comfortable if s/he is gentle
- **Have a trainee practice getting a child ready to meet a new puppet.**



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**The Incredible Years** **Parent Puppet Practice**

- **Practice 1:** Have your puppet introduce herself. Puppet's conversation is based on child's language level. Puppets shares what he likes to play with. Find a voice and be playful. Puppet asks child a question.
- **Practice 2:** Have your puppet practice showing emotions. What does your puppet look like when they are surprised, excited, proud, angry, frustrated, scared, embarrassed, calm, relaxed, and silly.
- **Practice 3:** Have child become afraid or disruptive when puppet arrives & practice how to respond.
- **Debrief:** What did you learn about using your puppet? What made your puppet more effective? What was hard?



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**The Incredible Years** **Summary Benefits of Puppets for Promoting Social Skills**

**Brainstorm:** Benefits of Using Puppets with Children with ASD

**Puppets....**

- Promote children's perspectives/awareness of others requests or needs
- Engage children by getting in their attention spotlight
- Model positive social behaviors for children such as waiting, asking, complimenting, sharing, forgiving, apologizing, helping etc.
- Model sharing feelings of self or others or child
- Model acting out solutions to problem situations
- Model being empathic and caring
- Help children learn how to practice social skills with peers

**What are the barriers?**



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**The Incredible Years** **Part 6: Content & Objectives** 

**Part 6: Promoting Children's Self-Regulation Skills**


- Determining when children are receptive to calm down teaching or self-regulation prompts such as positive self-talk, deep breathing, happy images)
- Understanding how to use pretend play and puppet play to do self-regulation teaching and practice
- Learn how to explain the calm down thermometer to children and practicing calm down strategies
- Importance of using the ignore technique when is too dysregulated
- Understanding the concept of selective attention
- Parents modeling self-control and calm down strategies



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**The Incredible Years** **Summary of Strategies to Teach Children Self-Regulation** 


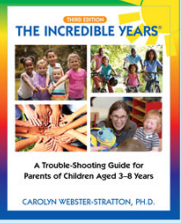

- Praise children when they are calm, patient, keep trying, waiting or using words or gestures when frustrated
- Recognize when child needs space and time to calm down
- Teach and practice children self-regulation steps with puppets, use of feeling visuals, books, games, songs and Tiny turtle steps
- Prompt child to practice self-regulation steps with visual prompts or puppets
- Model self-regulation skills ourself such as taking deep breaths, using positive self-talk, or taking a break
- Help children know how other's feel and point out facial expressions, voice tone or words.
- Engage in social coaching during play times



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**The Incredible Years** **Session Four Trainee Assignments**

- Read parent book chapter 12 on self-regulation (if not completed)  
And chapter 5 Positive Attention & Praise
- Review group leader manual and some video vignettes and questions for Parts 5 and Part 6
- If time review Parts 6 & 7 videos so you can Practice leading groups next time



**The Incredible Years** Incredible Years® ASD Parent Program **Session Five** Autism Spectrum & Language Delays Parent Program Ages 2 to 5 years

**Part 7: Using Praise & Rewards**  
**Part 8: Limit Setting & Handling Misbehavior**  
**Accreditation**




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**The Incredible Years** **Part 7: Content & Objectives**

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

- Learning how to spotlight labelled praise for children
- Identify child's "positive opposite" target behavior to praise and reward
- Understanding how to set up a developmentally appropriate plan of child social behaviors
- Recognizing the value of sensory activities as rewards for children on the spectrum
- Learning how to praise oneself and others for parenting efforts
- Importance of developing a parent support network




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**The Incredible Years** **Part 8: Content & Objectives** 

**Part 8: Effective Limit Setting & Behavior Management**

- Understanding how to give clear, brief, positive instructions
- Using parent visual command cards as needed to make commands understandable
- Reduce number of commands to only necessary commands/instructions
- Understanding the importance of giving children transition time and reminders
- Understanding when to use redirections and physical prompts (guiding hands)
- Establishing clear and consistent household rules
- Learning how to re-engage children in new learning opportunities when misbehavior subsides
- Identify behaviors that can be ignored



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**The Incredible Years** **Certification/Accreditation**  CAM16  
LG3

**What do I need to do to be certification/accreditation?**

- See the website for detailed steps
- Lead at least two full programs
- Minimum of 14 sessions
- Collect final parent satisfaction forms
- Complete leader and peer self-evaluations process checklists for autism
- Complete weekly session checklists
- Submit videos for review (final video must pass accreditation standards)

<http://www.incredibleyears.com/certification-gl>



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**The Incredible Years**

## Next Steps

<b>Read</b>	Read remaining chapters of parent and therapist books
<b>Continue</b>	Continue studying group leader manual
<b>Watch</b>	Watch Experts in Action Session DVDs
<b>Practice</b>	Practice sessions with your co-leader
<b>Plan</b>	Plan group logistics (venue, day care, food)
<b>Recruit</b>	Recruit parents for group
<b>Start</b>	Start your group!

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**The Incredible Years** Thank you for your participation in this on-line training



A young child with brown hair is smiling and holding a large green stuffed turtle. The turtle has a yellow tag hanging from its neck. The child is standing in front of a wooden table with some papers and a small fire burning in a fireplace in the background.



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