



The Incredible Years Helping Preschool Children with Autism: Teachers & Parents as Partners (3-5 years) Developed by C. Webster-Stratton, Ph.D.




Autism Spectrum & Language Delays Teacher Program Ages 3 to 5 years




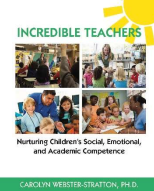
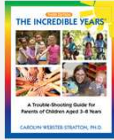
1

The Incredible Years Incredible Years® Teacher 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 chapter 2 & 3 in The Incredible Teachers book (3rd edition)
Participants must have group leader manual, DVDs and teacher books to participate.
<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



2

DMG-H008
RMG-H0027

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Incredible Years Training Agenda 5, 3-hour Online-Sessions

Session One & Two:
Overview of program objectives, assessing children, agendas
Part 1: Promoting Language Development

Session Three & Four:
Part 2: Promoting Social Development


Session Five and Six:
Part 2: Promoting Emotional Literacy & Self-Reflection




3

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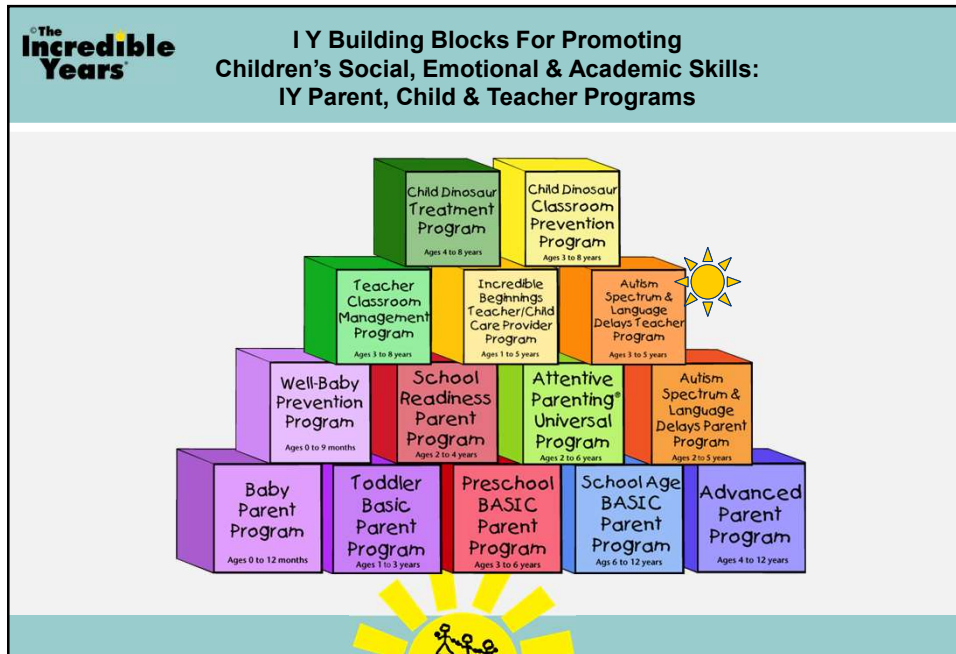
Session One & Two Promoting Language Development




- Welcome, Introductions
- Questions about self-study reading
- Overview of all IY programs & Teacher ASD program objectives & how program is different from TCM or Parent Autism programs
- Buzz characteristics of children with ASD
- Brainstorm what it is like to be a teacher or parent of a child with ASD
- Review IY group rules, teacher goals & principles of program delivery
- Complete communication checklist & the *How I am Incredible!* child form
- Overview 2-hour group agenda
- Trainer models mediating vignettes Part 1: Promoting Language Development



6




7




Who Is the Incredible Years® ASD Teachers and Parents as Partners Program Program for?



- Teachers and parents of children 2-5 with ASD or language and communication difficulties
- Vignettes can be used as a stand along program for teachers of young children with special needs
- Or program can be used as a supplement to the Teacher Classroom Management Program, Incredible Beginnings Program, or Basic autism program for parents
- 6, 2-3 hour sessions



8

The Incredible Years How is the IY-ASD teacher program different from Incredible Beginnings (1-5 yrs) and TCM Program 

- Increased focus on coaching language, imitation, sensory routines, social communication, use of pretend and puppet play, & self-regulation skills
- Enhanced focus on building support networks
- Smaller group size (6-8 teachers)
- Leader experienced and knowledgeable in ASD practice
- Use of visual supports including picture schedules, choice cards, command & feeling cards
- 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 teacher-child interactions
- Sessions are 2-3 hours (rather than full day) & dosage shorter




9

The Incredible Years Helping Preschool Children with Autism: Teachers and Parents as Partners Program (3-5 years) 
Program Topics




- Promoting Language Development
- Promoting Social Interactions
- Promoting Emotion Literacy and Self-Regulation




10

©The Incredible Years IY Helping Preschool Children with Autism:
Teachers and Parents as Partners Program (3-5 years) 


- 6, 2-3 hour weekly sessions
- Led by 2 trained co-leaders who have experience working with children on the autism spectrum
- Offered to preschool teachers and/or parents with children on the autism spectrum or with language delays .
- Best if parents have completed the 14-15 week Autism Parent Program first.
- Best offered to preschool teachers after they have completed the *Incredible Beginnings* or the *Teacher Classroom Management* Program, but can be stand-alone program




11

©The Incredible Years IY Group Overall Session Structure
(2-3 hours) 



- **25-35 Minutes:** Check in on teachers' current classroom situation, goals, successes & benefits of prior week's classroom activities and barriers, practices, questions about reading assignments, buddy calls
- **30-35 Minutes:** Introduce new topic, show 1-2 vignettes, discussion and role play practice of new skills.
- **10 minute** coffee break
- **45-50 Minutes:** Continue showing 1-2 vignettes, discussion, and role play practice of new skills
- **10-15 Minutes:** Summary of key learning, set weekly goal, review classroom activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Individual check in: Email, text, & call or visit classroom




12

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





16

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,)




17

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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.



20

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Buzz: Why is the Collaborative Model Important?



Empowering Parents and Teachers



21

The Incredible Years **Teacher Autism Sessions One & Two**
Part 2: Promoting Language Development



Helping Teachers Learn:

- Assessing children's language and play levels
- Importance of collaborative learning with each other
- Importance of child-directed developmentally appropriate play with prompting & use of visuals and gestures with students


Trainees Focus from Trainer modeling of IY training methods & processes:

- How to introduce new topic
- Benefits & barriers exercise, use of buzzes
- How to mediate vignettes & lead discussions
- How to set up role play practices benefits, brainstorm, buzzes, mediating vignettes




22

The Incredible Years **Content and Objectives**
Part 1: Promoting Language Development




Part 1: Promoting Language Development

- Focused child-directed play to promote joint play and social communication
- How to get in a child's attention spotlight & not let child exclude parent or teacher
- The importance of gesturing, imitation, modeling and face-to face interactions
- Assess child's likes and dislikes & develop sensory routines, songs, games to motivate the child's communication
- Use communication checklists with adults and parents to determine child's communication goals




23

The Incredible Years Content and Objectives Continued
Part 1: Promoting Language Development 

Part 1: Promoting Language Development



- Determine appropriate developmental goals & adjust verbal and nonverbal language according to child's communication stage
- Use visual prompts & supports such as snack talk cards, signals, and concrete objects to promote social communication
- Tailor pace, amount, and complexity of language modeled
- Understand the modeling principle and importance of positive affect & exaggerated facial responses
- Understand to set up practices to prompt social communication
- Learn to get in the child's spotlight



24

The Incredible Years Teacher Group First Session (2-3 hours)

- **10 min:** Introductions
- **10 min:** Brainstorm Group Rules
- **30 min:** Learning about the Child ~
Communication checklist & How I am incredible! forms
- **10 min:** Teacher Goal Setting
- **10 min:** Explaining IY autism program & connecting autism pyramid to parent goals
- **10 min Break**
- **30-40 min:** Show 2-3 vignettes with role play practices
- **15 min:** Review classroom activities, reading, set personal weekly goal, session evaluation


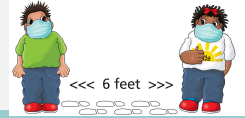


25

The Incredible Years **Sample Group Rules**

- Confidentiality for teachers and children: personal details are not shared outside the group
- Respect: listen to others' ideas, recognize that not all teacher will teach 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 classroom suggested activities work between sessions

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

27


The Incredible Years **Assessing Children's Communication Level with Teacher/Parent**

Child's Name: _____
Date: _____

Child Communication Checklist (With Adult)

	Doesn't understand/ignores/blenk size	Looks at parent	Protests/Refuses/Tantrums	Pulls parent arm/gestures	Points/Reaches/Nods	Uses visual pictures	Shares/Offers things	Makes sounds	Immediate Echoes/copies	Delayed echoes*	Uses 1-3 words/signs	Whole sentence/signs
Wants something from parents (food, toy, help, play etc.)												
Wants to continue playing/reading/singing with parent												
Not getting what s/he wants												
Wants to stop activity												
Response to parent one-step direction												
Response to parent multi-step direction												
Response to parent offering choices												
Response to parent greeting (hello, bye-bye)												
Feelings expression												

*"Delayed Echoes" defined as copies from TV shows, common expressions



32

Child's Name: _____
Date: _____

Child Communication Checklist (With Adult)

	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	Imme- diate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
<p>In response to:</p> <ul style="list-style-type: none"> • Wants something from teacher (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 teacher one-step direction • Response to multi-step directions • Response to teacher offering choices • Response to teacher greetings (hello, bye-bye) • Feeling expression 												

33

The Incredible Years Assessing Children's Communication Level With Peers

Child Communication Checklist (With Peer/Sibling)

	Doesn't understand/ ignores/blank stare	Looks at child	Protests/ Refuses/ Tantrums	Pulls child's arm/ gestures	Points/ Reacts/ Nods	Uses visual pictures	Shares/ Offers things	Makes sounds	Imme- diate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
<p>Reason Child Communicates</p> <ul style="list-style-type: none"> Wants something from peers (food, toy, help, play etc.) Wants to continue playing/reading/singing with peer Not getting what s/he wants Wants to stop activity Response to peer request Response to peer initiation Response to peer greeting Feelings expression 												

Delayed Echoes defined as copies from TV shows, common expressions


Child's Name: _____
Date: _____

34

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Getting to Know the Student

How I am incredible!



Temperament

- activity level
- persistence
- anxiety
- impulsive



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How I am Incredible!

My support people:	My Language Level (e.g., no spoken language, visual language, 1-2 words, echolalic, good language):
My Play Level (e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, intense but inappropriate):	My Sensory Likes (e.g., trucks, swinging, music, water play, bananas):
My Sensory Dislikes (e.g., loud noises, certain smells):	My Parent's Goals for Me: (e.g., make a friend, more words, follow directions):

Language Receptive & Expressive Level

Favorite Activities

Dislikes

Parent-Child Relationship


Teacher Goals

36


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Three Child Typologies


Amelia: 4 years old, 3-4 word sentences, anxious at school, doesn't initiate interactions with peers at school, has learned social skills at home with mom, fine motor difficulties; likes singing & running




Hudson: 4 years old, 1-3 word sentences, echolalic, withdraws from peers, isolated play with limited social skills; likes physical activity; doesn't seem interested in others



Charlie: 4 years old, little verbal language, wants to play with others but is rejected, easily frustrated; likes small cars





37

The Incredible Years **Setting Goals for Individual Students**

Teachers Thinking Like Scientists

Preventing External Problems

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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40





The Incredible Years **Benefits and Barriers: Typical Responses**

Benefits of Teacher Play with Child on the Spectrum:


- Helps to build connection with child
- Teaches child how to play with others
- We have fun together
- I feel like I'm doing something good when I play with him

Barriers to Play with Child on the Spectrum:


- Child doesn't respond when I try to play & seems to reject me
- Child doesn't know how to play
- Child gets agitated if I try to introduce a new idea to his repetitive play
- Child only likes to....line up toys, rock, spin & play is boring
- Child would rather be alone
- I feel incompetent as a teacher


46


The Incredible Years **Summary Group Leader Strategies During Benefits/Barriers Discussion** 

- Leader listens and responds to teacher ideas while co-leader records benefits and barriers
- Begin with benefits list first
- Teachers may buzz in pairs, but the group should also have a large group discussion so that the group leader can mediate the ideas
- Group leader should validate teacher responses, summarize, record, and probe for details during both benefits and barriers discussion
- During barriers discussion, group leader can summarize the barrier without endorsing it: “so it feels like it is not worth playing when the child is not responding to you. That is definitely a barrier to wanting to play.”
- Group leader should not try to fix, problem-solve, or change teacher’s mind during the benefits/barriers stage of discussion
- Keep benefits/barriers list posted and come back to the points during vignette discussion




47


The Incredible Years **The Value of Benefits and Barriers to Introduce New Topic** 

- Benefits/barriers discussions are a structured way to have teachers share their knowledge, experience, and beliefs about a new topic
- The discussion helps teachers evaluate the positive aspects of the topic as well as share worries, problems, or philosophical differences
- Group leaders get to know what the group knows and thinks about the topic & how to address discussion
- Allows open discussion in a non-judgmental atmosphere can reduce teacher/parent resistance to trying a new idea 

Note: Parents who have attended the Parent Autism Program may be invited to attend this training with teachers.




48


©The Incredible Years **Group Leader Collaborative Process Strategies for Mediating Vignettes** 

How does the group leader facilitate vignette discussion?

- Pauses vignette for reflection, scripting, & asking probing questions to encourage teacher self-reflective learning
- Paraphrases and highlights key principles/ideas from teachers
- Validates teacher point of view
- Listens to teachers' ideas more than lecturing or sharing own ideas
- Shows empathy for teachers' experience
- Does not try to fix problems at this point in the program
- Conveys hope and links teachers' goals to topics in the program




51

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


**How do you tailor teacher language to child's language development?
For a child with very little language what words would you focus on?**

Name:

- Actions (walk, run, sit)
- Objects (e.g., car, banana, ball, book, shoes)
- Prepositions to communicate needs (up, down)
- Communication verbs (stop, come, give, want).
- Sounds



"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 "throwing ball ". 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.



57


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Tailor Language to Child's Language Development Level


**How do you tailor teacher language for a child with 2-3 word sentence structure and has words for objects and actions?
What pre-academic words and you focus on?**

Name:

- Colors
- Shapes
- Numbers/Letters
- Positions
- Sizes
- Animals
- Textures
- Sequences



"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 "red truck". Or if child has two words "moving red truck" and increase number and complexity of the commenting by imitating child's words and modeling.






58

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Key Principles for teacher language 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 or completing word; avoid adding too many extra words
- Wait or pause for child responses (nonverbal gestures or words) before speaking again
- Prompt child's speaking by modeling the word you want to teach
- Label concepts that match the 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's level
- Talk about or describe your own actions while doing a project
- **Act as if you understand the child**



59

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

- Name or label 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 & repeat new words often; avoid adding too many words or making too complex
- 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



60

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


What are the steps we have learned so far for group leaders to mediating vignettes effectively?

- Pause video introduction to explain terms & check teacher understanding of rationale for 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 and principles derived to teachers' goals for their students




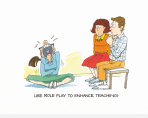
66

©The Incredible Years Large Group Practice Enhances Learning
~ some steps




What are the steps for setting up role plays?

- Explain rationale for practices & determine scenario
- First set up a **large group** role play practice
- Choose teachers to practice; do not ask for volunteers
- Establish child's language and play level
- Plan script with teacher's input
- Explain teacher 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



69

©The Incredible Years Review ABC Learning Opportunities




A B C


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

Behavior ~ prompt the behavior you are encouraging

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





74



  **Buzz key principles of singing**

Buzz how to sing to children to promote language development.

- 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

86


 **Session 3 & 4**
Part 2: Promoting Social Interactions 

Goals


Teachers Learn:

- Strategically setting up dramatic play to prompt verbal social interactions & joint play
- Using social coaching methods to teach children to listen, ask, wait, share and compliment peers
- Using visual sequenced play scripts to promote joint social play

Group Leader trainees practice: opening workshop sessions, helping teachers manage challenges, leading vignette discussions & setting up developmentally appropriate role play practices, behavior planning




106


The Incredible Years **Sample Questions about Classroom Activity Assignments** 

Teachers first share with buddy in buzz and then feedback in group with group leaders mediating and asking additional questions.



- *Share one thing that went well this past week with your student.*
- *Share one difficulty (barrier) and what you would do differently next time?*
- *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?*
- *How was the reading assignment? What did you learn?*



108


The Incredible Years **Key Points for Review of Classroom Assignment Activities** 

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




109


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

 **Brainstorm: What did you learn about how to get in your student'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 reducing number of peers present




110

The Incredible Years **Content and Objectives** 

Part 2: Promoting Social Interactions

Part 2: Promoting Social Interactions
Content and Objectives

- To model, prompt, and coach children's social skills
- The ABCs of behavior change
- The importance of responding enthusiastically with praise and gestures when child shares, helps, or tries to interact with another child
- How to encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants
- How to use intentional communication
- How to set up drama pretend play and cooperative play activities with 3 children to teach them to cooperate in joint play and work together
- To set up behavior plans for individual children for target social coaching
- To promote parent involvement



113


The Incredible Years **Part 2: Promoting Social Interactions**

Autism Spectrum & Language Delays Teacher Program
Ages 3 to 5 years


- Introduction to new topic
- Benefits & barriers
- Buzz Target Social Behaviors
- Mediating Vignettes 3-8 Dramatic Play
- Dramatic Play in Classroom Set Ups



114


The Incredible Years  **Role Play Practice**

1. **Decide on developmental level of child:** e.g., teacher and 2 children, one typically developing 4 year old and one 4 year old on spectrum with language and social skills similar to Amelia
2. **Set scene and goals for interaction:** Dramatic play area, children pretending to play restaurant
3. **Describe child behavior:** e.g. Typically developing child offers food to Amelia. Amelia doesn't respond.
4. **Brainstorm script:** Get group to brainstorm ideas for coaching Amelia. Record ideas on flip chart.
5. **Start role play when ready**



125

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



140

The Incredible Years Buzz Benefits of Using Puppets for Promoting Children's Social Skills



Puppets....

- Promote children's perspectives/awareness of others behaviors 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 social solutions to problem situations
- Model being empathic and caring
- Help children learn how to practice social skills with peers

What are the barriers?



160



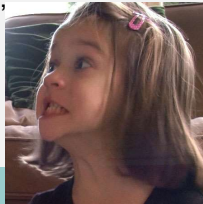
©The Incredible Years **Session 4**
Part 3: Promoting Emotional Literacy & Self-Regulation

Goals

Teachers Learn:

- How to teach children emotional language (verbal and nonverbal)
- Teaching children self-regulation strategies
- Using puppets to teach calm down strategies
- Emotion coaching to promote feeling language
- Using calm down visuals to prompt calming strategies

Group Leader trainees practice: leading vignette discussions & setting up developmentally appropriate role play practices; Summary and next preparation steps.





175

©The Incredible Years **Content and Objectives**
Part 3: Promoting Emotion Literacy & Self-Regulation Skills

Part 3: Promoting Emotion Literacy and Self-Regulation Skills
Content and Objectives

- Emotion coaching promotes children's emotion language and empathy
- Emotion coaching is a precursor to self-regulation
- The "attention rule" ~ give attention to more positive than negative emotions and model positive expression of emotions
- Learn to combine emotion coaching with social coaching
- Use feelings & calm down picture cards to promote children's understanding of feeling words and beginning empathy
- Understand how to use pretend play and puppets to practice self-regulation skill
- Practice using the calm down thermometer to teach calm down skills





176

The Incredible Years Part 3: Promoting Emotional Literacy & Self-Regulation

Autism Spectrum & Language Delays Teacher Program
Ages 1 to 5 years

- Introduction Video
- Benefits and Barriers
- Buzz ways to teach children emotional language
- Vignette 3: Reading to Build Emotional Literacy
- Vignette 8: Tiny Turtle Helps Model Calm Down Skills
- Vignette A,B: Using the Calm Down Thermometer
- Vignette 14: Ignore First and then use Calm Down Strategy



177



The Incredible Years Teacher Puppet Practices

Practice 1: Have your puppet introduce herself. Puppet's conversation is based on child's language level. Puppet 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: Practice how to respond if the child becomes afraid or disruptive when puppet arrives.


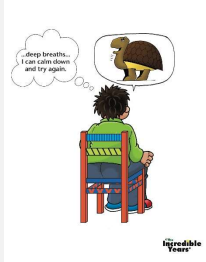
Debrief: What did you learn about using your puppet? What made your puppet more effective? What was hard?



189

©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



199

©The Incredible Years **Certification/Accreditation** 

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

- See the website for detailed steps
- Lead at least two full programs
- Minimum of 6, 2-3 hour sessions
- Collect final teacher satisfaction forms
- Complete leader and peer self-evaluations process checklists for teacher autism
- Complete session checklists
- Submit videos for review (final video must pass accreditation standards)

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



213

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