

Supplemental Autism Program Training
Helping Preschool Children with Autism: Teachers and Parents as Partners

Handouts:

- **How Autism Program Differs from Basic Parent Program**
- **Content and Objectives of Helping Preschool Children with Autism: Teachers and Parents as Partners ***
- **Protocols and Checklists page 27-45 from manual**
- **Autism Program Supplement Process Checklist**
- **Sample Handouts from Parts 1,2,3**
- **Autism Chapter**

Props Needed:

- **play dough**
- **plastic cups, bowls, fruit,**
- **puppets (Wally and hand puppets)**
- **bubbles**
- **baby doll**
- **cue cards for food menus, play sequence, self-regulation, feelings,**
- **calm down thermometer**
- **autism poster**

Supplemental Autism Program Training

Helping Preschool Children with Autism: Teachers and Parents as Partners

This supplemental training is for group leaders who are certified or have had extensive experience with the Basic Parent Program and have attended the Parent Autism program for children on the autism spectrum or language delays. It may also be offered as a supplement training for those who have completed the Teacher Classroom Management Program (TCM). It is small group format (10-16 participants) and each participant will be assigned some of the vignettes to present and model in a small group. This workshop utilizes participatory, experiential learning and self-reflective methods.

This training may be delivered in 1-2 days depending on amount of leaders' prior experiences with IY programs using the IY methods and processes.

Opening Introductions and Goals and Ground Rules

Participant introductions, experience with Basic and Autism and TCM programs.

Overview of the ASD Teachers and Parents as partners program objectives (see handout)

Brainstorm Key IY Principles

Review principles underlying the Incredible Years Parenting and Teacher Program.

Review the Supplemental Autism Program Process Checklist

Review How Partnership Program adds to the IY Parent and Teacher Programs

Show Introductory Narration & Teachers' Goals (Hudson, Amelia)

Part 1: Promoting Language Development (session 1)

____ Show Part 1: [*Vignette 3](#): Descriptive Commenting and Visual Prompts (playdough)

____ Buzz: to discuss ways they use visual prompts, gestures & encouraging words

(see handouts)

Presenters:

____ (optional) Show Part 1: Vignette 5: Avoid Question Asking with Nonverbal Children (bagel)

____ Set up Practice with and without object

Presenters:

_____ Show Part 1: *Vignette 6: (pp) (IB-29) Encouraging Joint Play Sharing (Hudson & Payton blocks)
Mediating the vignette (intentional communication)

_____ Review Vignette 7: Encouraging asking for Help (Amelia) Find the principle
Presenters:

_____ Show Part 1: *Vignette 10: (pp) (IB-36)Teacher-Directed Practices – asking and sharing
(snack time Hudson) Set up practice

_____ Show Part 1:* Vignette 11 Using Snack Cards to Promote Social Communication
(Amelia favorite toy) Set up practice

_____ **Vignette 12: Snack Cards to Promote Social Communication (Hudson)
Review

_____ **Vignette 13: Snack Menus to Enhance Language (toddlers at table)

_____ **Teacher Reflections

Part 2: Promoting Social Interactions (session 2 & 3)

_____ Show Introduction

_____ **Vignette 3-4 (dramatic play) Using Dramatic Play to Prompt Verbal Social Interactions and Joint Play. Buzz Dramatic Play (see buzz handout)

_____ Buzz ways to set up practice/behavior plan

_____ Vignettes 5-8 (continued dramatic play)

Presenters:

___ ****Vignette 9-10** Coaching Listening, Asking, Sharing (playdough at table)

___ Set up practice cooperative play

___ Vignette 11A, B: Set up Practice

___ ****Vignette 14** (pp) (IB-30) & 15: Using Play Scripts to Promote Joint Play (Hudson and Payton)

___ Buzz: How to do sequenced picture scripts (see handout)

___ ****Vignette 16**: Using play scripts to learn new play options

___ Vignette 17: Encouraging Social Interactions with Picture Scripts (Peyton and Hudson) snow man

___ ****Vignette 18A, B, (pp A,B) C** Social Coaching on the Playground

___ Buzz sequence and set up practice

___ ****Vignette 19 & 20**: (pp) (IB-32)Teacher-Directed Play Scripts

___ Buzz: rewards cards (see handout) Plan practice

___ Vignette 23: Practice Exercise Fishing

___ Buzz cooperative games set up to practice joint play

___ ****Teacher Reflections**

Part 3: Promoting Emotional Literacy and Self-Reflection (session 4)

___ Show Introduction

___ Vignette 3: Reading to Build Emotional Literacy (monkeys)

___ Buzz: ways they teach emotional language

___ Vignette 5: Helping Children Stay Regulated when Disappointed (changed schedule) (see handout)

___ ***Vignette 7**: Using Puppets in Pretend Play (Tiny is scared)

Presenters:

_____ ****Vignette 8:** Tiny Turtle Helps Model Calm Down Skills (Amelia)
_____ Set up practice using puppets.. deep breathing, happy place, relaxing
_____ See handout for self-regulation cue cards/ Set up practice with puppets/Buzz teacher or parent use of self-regulation strategies (see cue cards)

_____ ****Vignette 10A,B, C:** Using the Calm Down Thermometer to Help Tiny (school Hudson) Practice explaining thermometer to child

_____ ****Vignette 14:** Ignore First and then Use Calm Down Strategy
_____ Buzz how to incorporate calm down strategies into classroom or home
_____ Practice planned ignore

_____ Teacher Reflections
_____ Summary

Review of Day and Evaluation