

Teachers and Parents Partnership Program for Children with ASD Collaborative Process Checklist

(Supplemental form)

This checklist is designed as a supplement/addendum to the full Teacher Group Leader Collaborative Process Checklist. See web site <http://www.incredibleyears.com/resources/gl/teacher-program/> for full 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 teachers 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 teachers children's sensory motor needs (likes and dislikes inventory)? | _____ | _____ | _____ |
| 4. Help teachers have a realistic understanding of each child's developmental abilities and short term goals? | _____ | _____ | _____ |

EXPAND TEACHERS' ABILITY TO ENGAGE CHILDREN IN VERBAL AND NONVERBAL COMMUNICATION

Did the leader(s):

- | | | | | | |
|---|-------------|----------------|-----------------|----------------------|--|
| 1. Help teachers understand how to use gestures, visual helpers and pictures and concrete objects to enhance interpersonal communication? | | | | | |
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently | |
| 2. Work with teachers to know when to physically guide their children's hands and movements to respond to their suggestions and requests? | | | | | |
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently | |

-
3. Help teachers 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 teachers make activity choice boards and picture schedules of daily activities?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

HELP TEACHERS UNDERSTAND THE PRINCIPLES OF BEHAVIOR CHANGE

Did the leader(s):

1. Help teachers 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 teachers to gently persist with interactions with 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 teachers understand the importance of modeling, prompting and imitating 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 teachers understand how to use "prompt fading" to develop more independent behavior?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

5. Help teachers understand how to get in 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 teachers 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 teachers 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 TEACHERS' 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 teacher understanding how to use social and emotional coaching with 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 teacher 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 teachers 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 teachers 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 teachers be aware of how the environment can be used to increase or reduce a 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 TEACHERS

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	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Increase focus on role play practice involving pretend play such as the use of puppets, character objects and imaginary worlds?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Support teachers understanding of the importance of predictable routines and what behaviors can be ignored?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Set up some individual coaching times (at school) between teachers and their children in order to give them feedback on their coaching methods during play times?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

BUILD TEACHERS' UNDERSTANDING OF CHILDREN'S WORLD VIEW

Did the leader(s):

1. Help teachers know how to get in their children's attention spotlight?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Help teachers be aware of children's sensory likes and dislikes (auditory, visual, tactile, smell taste/oral, proprioception [body space/balance/need for movement or stillness]).

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

BUILD TEACHERS' SUPPORT NETWORKS

Did the leader(s):

1. Allow time during group sessions for teachers to support each other and to share personal experiences and difficulties in order to build social support in group and reduce stress?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Emphasize teachers supporting each other and sharing successful strategies.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Help teachers understand the importance of partnering with parents to provide consistent approaches at home and school and collaborative behavior plans?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

Additional Comments: