



AUTISM PARENT TRAINING WORKSHOP CHECKLIST (2-5 YEARS)

(2 days/14 hours) 04-27-15

Workshop is for those already trained in Basic IY program.



• • • • • CHECKLIST • • • • •

- Participant/group leaders should have the books, *Incredible Years* or *Incredible Toddlers* (one per group leader)
- Arrange room set up: chairs in semi circle (no tables), DVD Player, agenda written on flip chart
- Snacks: table set up with coffee, tea, and am/pm snacks
- List of participants with space to sign in each day (very important!)
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Handouts prepared, in binders
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day



• • • • • ITEMS NEEDED • • • • •

- Toys, blocks, Legos, simple and complex puzzles, coloring markers and paper, balloons, bubbles, children's blanket, plastic fruit, small cars, books: various developmental levels (toddler to preschool)
- Hand puppets (turtle, caterpillar) and small doll figures
- Chocolate/candies – small prizes (magnets, stickers)
- Feeling and self-regulation pictures (on key rings)
- Calm Down Thermometer
- Visual Prompts: song choice cards, adult command ring, child activity choice board and sample child picture notebook, visual timer
- Poster of spotlight concepts



• • • • • **DVDS NEEDED** • • • • •

- Autism DVDs



• • • • • **HANDOUTS** • • • • •

- 12 Program Session Outlines and Checklists (**pages 27-60**)
- Self-Monitoring Checklist (**pages 73-76**)
- Objectives (**pages 84-86**)
- Sample Handouts of Home Activities and Spotlighting
- Blocks Picture & Communication Checklist
- Likes and Dislikes Handout, Antecedent Handouts
- Autism Collaborative Process Checklist Supplement plus Basic Process Checklist
- Articles



WORKSHOP DAY 1

AUTISM PARENTING WORKSHOP (2-5 YEARS)

I. Welcome & Introductions

- _____ Introductions of participants
- _____ Participant goals for workshop
- _____ Review agenda for workshop days

II. Overview

- _____ **EXPLAIN** purpose of Autism Parenting Program and who program is targeted for. (*Complete program can be offered to parents with children on the autism spectrum or with language delays or selected vignettes can be chosen for use in Basic parenting program when there are parents in the group who have children with developmental issues.*)
- _____ **BUZZ/BRAINSTORM** key points about general characteristics of children on the Autism Spectrum
- _____ **OVERVIEW** of 8 topics in Autism Program (*see manual objectives*).
- _____ **DISCUSS** how the Autism Program is different from the Basic Program (*see handout*)
- _____ **BUZZ/BRAINSTORM** key principles of group leadership (mediate vignettes, set up practices, addressing long term goals, collaboration, principle training, home activities, problem solving, incentives, weekly goals, self monitoring)
- _____ **EXPLAIN** to participants that they will at times be leading the vignettes as group leader. Talk about how you will signal whether someone is “in role” or “out of role.”
- _____ **DISCUSS GROUND RULES** for giving feedback to participants in role. Debrief process afterwards.
- _____ **BUZZ/BRAINSTORM CHILD’S DEVELOPMENTAL STAGE:** In role as parent ask participants to pair up and complete one communication checklist for their child with ASD (they can think of a child they know). Afterwards in large group categorize each child’s communication stage and play stage (no play, unconventional, functional, pretend, rules based) and write a brief description on flip chart of each of the children.
- _____ **DISCUSS** how these child descriptions will be used to tailor role plays and specific parent skills.

III. Part 1: Child Directed Narrated Play Promotes Positive Relationships

Vignettes marked with asterisk() are most important to show and practice.*

MENTOR/TRAINER MODELS

- _____ *Introduce topic and show INTRODUCTORY NARRATION
- _____ *VIGNETTE 1: Child Directed Narrated Play (Hudson) (comment on child’s play stage)

- _____ *VIGNETTE 2: Adding Interactive Interest to Play (*talk about when to intrude on child's play vs being child-directed and model with Wally lining up cars using bubbles*)
- _____ *VIGNETTE 3: Transition to New Activity (*Hudson*)
- _____ **LARGE GROUP ROLE PLAY PRACTICE: Getting in Child's Spotlight:** Pick a participant to pretend to be one of the children who was described in the previous discussion as having little verbal communication and repetitive play (or use Wally to re-enact one of the children). Pick another participant to be parent who will demonstrate how to use the skills learned from Vignettes 1–3 for getting into the spotlight of a child who only lines up cars repetitively and rarely looks at parent. (E.g., gesturing, tone of voice, repetition, imitating child, following child's lead, pacing language and using appropriate verbal language for child's communication stage, positioning, etc.)
- _____ *VIGNETTE 4: Waiting for Child to Indicate Choice (*Amelia*)
- _____ **BUZZ:** Child's Activity Likes & Dislikes (*see handout*)
- _____ **LARGE GROUP PRACTICE: Using child activity choice board.** Choose another participant to be a child with limited language and another to parent. First ask parent to show child two objects of their likes such as banana or ball or small car and say, "want ball or car?" and wait for a response. Repeat this several times and when child points or looks interested or tries to mouth a side, he is immediately rewarded by getting what he wants.

Next, pair up pictures of objects with actual object and ask them if they want the car or banana (teaching them to understand the pictures).

You can expand this role play for children who have more language by adding on an extra word, such as "want **red** ball" or "**black** car."

In order to teach child how to say "no" you can offer something they don't want and prompt them to shake their head no, or say "no" or "no thanks" or "don't want."
- _____ *VIGNETTE 6: Imitation, Gestures and Face-to-face Interaction (*Amelia eye game*)
- _____ *VIGNETTE 7: Encouraging Verbal and Nonverbal Communication (*Hudson bubbles*)
- _____ **LARGE GROUP ROLE PLAY/PRACTICE:** Ask participants to demonstrate pausing blowing bubbles action to prompt language and reinforce occurrence. Then ask participants to pair up to practice with each other using bubbles.
- _____ ***SHOW Parent Reflections**
Review a few methods of showing and mediating vignettes and setting up brainstorm or buzz or practice.
- _____ *Review:* Part One Outline and Checklist, Self-Monitoring Checklist, Home Activities for the Week and Spotlight Tips

IV. Part 2: Pre-Academic and Persistence Coaching Promotes Language Skills and School Readiness

(think about questions to ask parents with these vignettes)

- _____ **DISCUSS** reviewing home activities from prior session (*or wait for 2nd day*)

- _____ *Introduce new topic, show INTRODUCTORY NARRATION and discuss rationale for coaching methods with these children
- _____ **BUZZ:** Pre-academic and Persistence Coaching Language (*review*)
- _____ *VIGNETTE 1: Pre-academic Coaching (*Amelia*)
- _____ VIGNETTE 3: Interactive Reading (*Kalani*)
- _____ **PRACTICE:** Using Wally practice reading when he has no interest (*obsessed with cars*) and how to get child interested in persisting with book
- _____ **DEBRIEF** all the steps involved in setting up role play practices.
- _____ *VIGNETTE 4: Persistence Coaching (*Amelia with yogurt and spoon*)
- _____ **SHOW** vignette and pair up leaders to think about questions they will ask parents with this vignette. (*Pause narration and vignette to prompt their questions.*)
- _____ ***LARGE GROUP PRACTICE: Persistence Coaching (mealtime).** Choose an accredited group leader to set up role play for this practice. Here you can use a food activity such as a sippy cup with lid that can't open and parent is using persistence coaching to help the child persist and develop more independent behavior. Two other participants are chosen to be parent or child. First practice encouraging child to continue with trying to open and parent sets 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.
- _____ ***ROLE PLAY PRACTICE:** using simple words stated slowly with gestures and concrete objects or visual prompts with a child who has no language.
- _____ **SHOW** Parent Reflections
- _____ **REVIEW** Part Two Outline, Record Sheet and Spotlighting handouts

ENDING DAY

V. Model Closing of Session

- _____ Summary, Home Activities for the week, Spotlighting tips and Reading (*Toddler or Preschool book*), Self-monitoring chart
- _____ Evaluations



WORKSHOP DAY 2

NOTE: On this training day participants will be given vignettes to show and lead discussions and set up practices. For each vignette one person will lead vignette and one will co-lead and record key points and principles. Afterwards the group will debrief and give them feedback. This is done by dividing up into 2–3 groups (depending on group size, 7–8 participants per group).

I. Model Beginnings New Session & Review of Home Activities

- ___ Welcome everyone
- ___ Ask “How did the child play sessions go?” “Any questions or comments about reading and experiences?”
- ___ Praise and celebrate with those who completed the home activities or did reading.
- ___ Ask about benefits and barriers to child-directed and coached play experiences.

II. Part 3: Social Coaching Promotes Friendship Skills

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ *VIGNETTE 1: Getting in Your Child’s Attention Spotlight (*Hudson balloon ABC*)
- ___ **EXPLAIN** ABC on flip chart; A: set up visual prompt, B: words to ask, C: give balloon and praise; discuss importance of antecedent.
- ___ **PRACTICE** Imitation and Partial Modeling
- ___ VIGNETTE 2: Engaging Your Child with Songs and Gestures (*Kalani*)
- ___ **DEMONSTRATE** Song Choice Cards/Buzz song examples and key principles of singing (*sing slowly, repetition, large motor movements, use of family names, short songs, less 10 words, choice board, O MacDonal*d etc)
- ___ *VIGNETTE 3: Coaching, turn taking, and Sharing (*Hudson*)
- ___ **ROLE PLAY PRACTICE: Coach participants to do practices** (*balloons*). Each mentor will coach one of the two smaller groups leading the discussion of the vignette and then setting up the practice. Give designated leader some balloons and give co-leader stickers, prizes, and a notebook to record principles. After vignette has been discussed, leaders set up practice with balloons in their group. This practice can evolve from blowing up balloon to taking turns and sharing balloon play.
- ___ *VIGNETTE 4: Prompting Waiting, Asking & Turn Taking (*Amelia sneaky squirrel Truman*)
- ___ ***BUZZ** social behaviors to target
- ___ *VIGNETTE 7: Reading as Joint Activity

- ___ **BUZZ** principles of reading with children (*pointing, labeling, choosing interactive books with flaps, textures etc, simple plot, create a book for child, go slowly, be animated, guide child's finger, short, put favorite book as reward for trying new book*)
- ___ **PICK** two leaders to demonstrate Vignette 8 or Vignette 13
- ___ ****VIGNETTE 8: Using Social Sensory Physical Activities to Increase Social Interactions** (*Hudson spinning chair*)
- ___ **BUZZ** sensory routines and songs, games and/or complete Sensory Likes and Dislikes handout
- ___ **ROLE PLAY/PRACTICE:** Ask leaders to set up role play to demonstrate how to use likes and dislikes as an antecedent to bring about learning opportunity (e.g., vacuum noise).
- ___ ***VIGNETTE 9: Back and Forth Interactions; "I'm going to get you"** (*Hudson*)
- ___ ***REFLECTIONS**
- ___ ***VIGNETTE 11: Face-to-face & Joint Attention** (*Hudson balloon raisins, banana*)
- ___ ***VIGNETTE 13: Prompting Sharing, Helping and Verbal Responses** (*Hudson*)
- ___ **EXPLAIN** ABC sequence.
- ___ **VIGNETTE 14: Prompting How to Ask for Help** (*Hudson spilled bubbles*)
- ___ **VIGNETTE 16: Linking Helping Behavior to Feelings** (*Amelia*)
- ___ ***VIGNETTE 17: Coaching to Foster Independence** (*Hudson – taking off shoes*)
- ___ **VIGNETTE 18: Social Coaching During Mealtimes** (*Hudson pretend phone*)
- ___ **PRACTICE** Social Coaching with 2 Children
- ___ ***SHOW** Parent Reflections

III. **Part 4: Emotion Coaching**

- ___ ***Introduce** new topic and show **INTRODUCTORY NARRATION**
- ___ **VIGNETTE 1: Using Pictures to Teach Emotions** (*Hudson pause/wait/partial modeling*)
- ___ **VIGNETTE 2: Reading to Build Emotional Literacy** (*Hudson*)
- ___ **BUZZ** Emotion Words and then Practice Role Play: In dyads practice reading and facilitating emotion language.
- ___ ***VIGNETTE 4: Modeling, Naming and Prompting Emotion Language** (*Hudson*)
- ___ **BRAINSTORM/BUZZ:** Using feeling cards
- ___ **VIGNETTE 6: Helping Children Learn Unpleasant Emotions Change** (*Amelia*)
- ___ Reflections
- ___ **REVIEW** Part Four Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotlight Tips

IV. **Part 5: Using Pretend Play to Promote Empathy and Social Skills**

- ___ Introduce new topic and show **INTRODUCTORY NARRATION**
- ___ **VIGNETTE 1: Using Pretend Play to Teach Helping Behavior** (*Amelia*)

- ___ *VIGNETTE 3: Using Pretend Play to Promote Social Skills (*Hudson Tiny*)
(Practice child hitting Wally or being afraid of Wally and how to respond)
- ___ VIGNETTE 4: Using Puppets to Promote Empathy (*Hudson Tiny spinning*)
- ___ *VIGNETTE 5: Using Puppets to Promote Empathy (*Amelia baby Dina*)
- ___ ***ROLE PLAY PRACTICE:** Practice in pairs doing first scenarios in tips for using puppets. Debrief afterwards.
- ___ VIGNETTE 6: Using Puppets to Promote Empathy and Friendship Skills (*Amelia, Truman, Tiny*)
- ___ **REVIEW** Part Five Outline and Checklist, Spotlighting Tips Sheet

V. Part 6: Promoting Children’s Self-Regulation Skills

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ *VIGNETTE 1: Teaching Beginning Self-Regulation Skills
(*Hudson, breathing*)
- ___ *VIGNETTE 2: Using the Calm Down Thermometer with Children (*Hudson*)
- ___ **PRACTICE ROLE PLAY:** Using the Thermometer in pairs or triads;
debrief experience
- ___ *VIGNETTE 3: Tiny Turtle Helps Model Self-Regulation Skills (*Amelia shy turtle*)
- ___ **PRACTICE ROLE PLAY:** Using Tiny Turtle
- ___ SHOW Summary Vignette and Parent Reflections
- ___ **REVIEW:** Part Six Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Gardening Tips

VI. Part 7: Using Praise and Rewards to Motivate Children

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ VIGNETTE 1: Face-to-Face Praise (*Hudson, breathing*)
- ___ **BRAINSTORM/BUZZ:** Target behaviors and labeled praise
- ___ *VIGNETTE 3: Rewarding Self-Regulation Practice with a Sensory Activity
(*Hudson spinning*)
- ___ **BRAINSTORM/BUZZ AND PRACTICE:** List incentives according to child’s
interests
- ___ *VIGNETTE 4: Motivating Children (*Hudson skittles*)
- ___ **BUZZ:** Reward oneself (*see handouts self-praise, support network, reward self*)
- ___ SHOW Summary Vignette and Parent Reflections
- ___ **REVIEW:** Part Seven Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotlight Tips

VII. Part 8: Limit Setting and Handling Misbehavior

- ___ *Introduce new topic and show INTRODUCTORY NARRATION
- ___ *VIGNETTE 3: Limit Setting and Follow Through (*Hudson, timer*)
- ___ **ROLE PLAY/PRACTICE:** Using Command Cards (*show time timer*)

- ___ *VIGNETTE 4A, B: Requiring a Response (*Hudson*)
- ___ **VIGNETTE 5A, B, C, D: Managing Misbehavior (*Hudson ignoring*)
- ___ **PRACTICE:** Limit setting, redirection and ignoring
- ___ *VIGNETTE 6A, B, C: Ignoring ABC sequence
- ___ *VIGNETTE 10: Ignoring and Taking a Break (*Amelia*)
- ___ SHOW Parent Reflections
- ___ SHOW Series Summary
- ___ **REVIEW:** Part Six Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Spotlighting Tips
- ___ **DISCUSS** ending the sessions and final evaluations
- ___ **DISCUSS** New Teacher Autism Program with Hudson and Amelia.
- ___ SHOW INTRODUCTORY NARRATION and teacher interviews from DVD and/or (Social 3 Parts 29,30,36,32 teacher reflections).
- ___ **REVIEW** Certification/Accreditation procedures

Date of training (day(s)/month/year): _____ / _____ / _____

Location: _____

Trainer or mentor: _____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years, Inc.
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