

A light gray sunburst graphic with several rays emanating from a central semi-circle.

*Appendix*



## *Important Notes to Remember*



**NOTE:** The evaluations, forms, and parent certificate in this section may be kept as master copies and photocopied for reuse with your parent groups. All copyright information must be maintained and you may not alter any of the content on these materials.

These forms are also available on our website, [www.incredibleyears.com](http://www.incredibleyears.com) (in *Group Leader Resources* section).



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# Assessing Children's Play and Language Levels

## Level One



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b>	
<i>(e.g., partnered or single; level of support; siblings; depressed mom)</i>	
<b>Language Level</b>	
<i>(e.g., screams, grunts, no signing, no babbling)</i>	
<b>Play Level</b>	
<i>(e.g., grabs toys, not interested in other children)</i>	
<b>Sensory Likes</b>	
<i>(auditory, visual, tactile, smell, taste/oral, proprioception)</i>	
<b>Sensory Dislikes</b>	
<i>(e.g., upset with loud noise, loves running and being thrown)</i>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<b>Goals for Parents</b>	<b>Goals for Child</b>

# Assessing Children's Play and Language Levels

## Level Two



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b>	
<b>Language Level</b>	
<i>(e.g., no spoken language, can point, leads parent by hand, vocalizes)</i>	
<b>Play Level</b>	
<i>(e.g., plays alone, anxious and withdrawn)</i>	
<b>Sensory Interests</b>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<b>Goals for Parents</b>	<b>Goals for Child</b>

# Assessing Children's Play and Language Levels

## Level Three



Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

<b>Family Context</b>	
<b>Language Level</b>	
<i>(e.g., short phrases, 3-4 words, lots of sounds, delayed echoes, gestures)</i>	
<b>Play Level</b>	
<i>(e.g., simple pretend play, aggressive with peers)</i>	
<b>Sensory Interests</b>	
<i>(e.g., upset with loud noise, loves running and being thrown)</i>	
<b>Behavior Problems</b>	<b>Positive Opposite Behaviors</b>
<i>(e.g., escapes to avoid demands, easily overstimulated)</i>	
<b>Goals for Parents</b>	<b>Goals for Child</b>







***Autism Spectrum & Language Delays Program***  
***Self-Monitoring Checklist***  
***Children 2-5 Years***

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Name: \_\_\_\_\_

***Session 1: Introduction, Goals & Child-Directed Narrated Play Promotes Positive Relationships***

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

***Session 2: Child-Directed Narrated Play Promotes Positive Relationships***

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

**Session 3: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness**

My goal for the coming week:

	Goals I met
____ Read Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

**Session 4: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness**

My goal for the coming week:

	Goals I met
____ Read Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

**Session 5: Social Coaching Promotes Friendship Skills**

My goal for the coming week:

	Goals I met
____ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	____
____ Play this week with my child will include:	____

### ***Session 6: Social Coaching Promotes Friendship Skills***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### ***Session 7: Social Coaching Promotes Friendship Skills***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### ***Session 8: Emotion Coaching Promotes Emotional Literacy***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 2 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___

### Session 9: Pretend Play Promotes Empathy and Social Skills

My goal for the coming week:

	Goals I met
___ Practice: _____	___
___ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Play this week will include:	___

### Session 10: Promoting Children's Self-Regulation Skills

My goal for the coming week:

	Goals I met
___ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

### Session 11: Using Praise and Rewards to Motivate Children

My goal for the coming week:

	Goals I met
___ Read Chapter 2 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 12: Effective Limit Setting and Behavior Management***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 4 in <i>Incredible Years</i> or Chapter 6 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 13: Effective Limit Setting and Behavior Management***

*My goal for the coming week:*

	Goals I met
___ Read Chapter 5 in <i>Incredible Years</i> or Chapter 7 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

## ***Session 14: Review and Celebration***

*My goal for the coming week:*

	Goals I met
___ Reward myself for my parenting efforts	___
___ Continue to get support from other parents	___





 A stylized sunburst graphic with a semi-circular base and several rays extending upwards. The rays are grey and the base is a darker grey.
 

***Autism Spectrum & Language Delays Program  
Parent Weekly Evaluations***

Name \_\_\_\_\_ Session \_\_\_\_\_ Date \_\_\_\_\_

1. The video vignettes and content of this session were

not helpful                      neutral                      helpful                      very helpful

2. The group leader's teaching and leadership skill was

not helpful                      neutral                      helpful                      very helpful

3. The group discussion and interaction was

not helpful                      neutral                      helpful                      very helpful

4. The use of practice exercises was

not helpful                      neutral                      helpful                      very helpful

5. The home activities and reading were

not helpful                      neutral                      helpful                      very helpful

Additional comments:

(continue on back)





## Parent Program Satisfaction Questionnaire Autism Spectrum & Language Delays Program

(Hand out at end of the program)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the Autism Spectrum & Language Delays Parenting Program that you have participated in. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

### A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point as a result of participating in this program.

1. My child's social and emotional skills are

considerably worse      slightly the same      slightly improved      greatly improved  
worse      worse      improved

2. My child's pre-academic skills for language, reading readiness, and persistence at a task are

considerably worse      slightly the same      slightly improved      improved      greatly improved  
worse      worse      improved

3. My child's self-regulation and imaginary play skills are

considerably worse      slightly the same      slightly improved      improved      greatly improved  
worse      worse      improved

4. My overall feelings about my personal progress at using the autism spectrum/language delays parenting skills are that I am

very pessimistic      pessimistic      slightly pessimistic      neutral      slightly optimistic      optimistic      very optimistic

5. I feel that the approach used to strengthen my child's social and emotional behaviors in this program is

very inappropriate      inappropriate      slightly inappropriate      neutral      slightly appropriate      appropriate      greatly appropriate  
inappropriate

6. Would you recommend the program to a friend or relative?

strongly not recommend    not recommend    slightly not recommend    neutral    slightly recommend    recommend    strongly recommend

7. My overall feeling about achieving my goals for my child and family in this program is

very negative    negative    slightly negative    neutral    slightly positive    positive    very positive

## **B. Teaching Format**

### **Usefulness**

In this section, we would like you to indicate how useful each of the following types of teaching is for you now. Please circle the response that most clearly describes your opinion.

1. Content of information presented was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

2. Demonstration of parenting skills through the use of video vignettes was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

3. Group discussion of parenting skills was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

4. Practice of coaching and pretend play skills at home with your child was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

5. Reading chapters from the *Incredible Years* or *Incredible Toddlers* book was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

6. Weekly handouts (e.g., spotlighting tips & others) were

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

7. Use of practice or role plays during group sessions were

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

## C. Specific Parenting Techniques

### Usefulness

In this section, we would like to get your ideas of how useful each of the following techniques is in improving your interactions with your child. Please circle the response that most accurately describes the usefulness of the technique.

#### 1. Narrated child-directed play

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 2. Academic and persistence coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 3. Social coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 4. Emotion coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 5. Using pretend play and puppets

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 6. Using emotional self-regulation skills

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 7. Using praise and rewards

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 8. Limit setting and managing misbehavior

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

### D. Evaluation of Parent Group Leaders

In this section we would like you to express your opinions about your parent group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 \_\_\_\_\_

(name)

1. I feel that the leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. Concerning the leader's interest and concern in me and my child, I was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

4. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 \_\_\_\_\_

(name)

1. I feel that the leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. Concerning the leader's interest and concern in me and my child, I was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

4. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

### ***E. Parent Group***

In this section, we'd like to get your ideas about your group. Please circle the response that describes how you feel.

1. I feel the group was

very unsupportive	unsupportive	somewhat unsupportive	neutral	somewhat supportive	supportive	very supportive
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2. Concerning other group members' interest in me and my child, I felt they were

very uninterested	uninterested	somewhat uninterested	neutral	somewhat interested	interested	very interested
----------------------	--------------	--------------------------	---------	------------------------	------------	--------------------

3. I would like to keep meeting as a group

YES                  NO

4. How likely is it that you will continue meeting with one or more of the parents in your group?

highly unlikely	unlikely	somewhat unlikely	neutral	somewhat likely	likely	very likely
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### ***F. Your Opinion***

1. How could the program have been improved to help you more?

2. At this time do you feel the need for additional parenting assistance? Please elaborate.

3. What did you see as the main benefit of the Autism Spectrum and Language Delays program?

Thank you for your patience in filling out all of these questionnaires. Your input is very much appreciated, and really helps us to plan future programs.


**Table 1: Content and Objectives of the Autism Spectrum & Language Delays Program**

Content	Objectives
<b>Part One: Child-Directed Narrated Play Promotes Positive Relationships</b>	<ul style="list-style-type: none"> <li>• Value of parents giving focused child-directed attention during play as a way of promoting positive relationships.</li> <li>• Understanding how to get in a child's attention spotlight and not letting the child exclude you.</li> <li>• Understanding how to narrate child-directed play to build language development.</li> <li>• Learning how to transition to new play learning opportunities.</li> <li>• Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts.</li> <li>• Value of using picture choice cards.</li> <li>• Choose games that address your child's sensory needs but avoid overstimulating.</li> <li>• Understanding times <i>not</i> to follow your child's lead.</li> </ul>
<b>Part Two: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness</b>	<ul style="list-style-type: none"> <li>• Determining appropriate developmental goals for children on the autism spectrum.</li> <li>• Tailor pace, amount, and complexity of language modeled according to child's communication stage.</li> <li>• Understanding the value of persistence coaching for promoting children's attention span and managing their frustration.</li> <li>• The modeling principle—and importance of positive affect and exaggerated facial responses.</li> <li>• Staying in child's attention spotlight by being responsive.</li> <li>• Understanding the value of prompting and pre-academic coaching for building children's language skills and school readiness.</li> <li>• Learning to coach pre-reading readiness.</li> <li>• Adjusting verbal and non verbal language and visual prompts according to children's communication stage.</li> <li>• Responding to child's language as meaningful even if not understandable or conventional.</li> <li>• Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.</li> </ul>
<b>Part Three: Social Coaching Promotes Friendship Skills</b>	<ul style="list-style-type: none"> <li>• Social coaching and one-on-one child-directed play promotes a child's social skills.</li> <li>• Understanding how to model, prompt, and coach a child's social skills.</li> <li>• Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses).</li> <li>• Understanding how to: Use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to parent's face.</li> <li>• Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants.</li> <li>• Use puppets and pretend play to encourage social communication.</li> <li>• Use social coaching at dinner, bed time, and dressing time.</li> </ul>

Table 1 Continued

Content	Objectives
<b>Part Four: Emotion Coaching Promotes Emotional Literacy</b>	<ul style="list-style-type: none"> <li>• Emotion coaching promotes children's emotion language skills and empathy.</li> <li>• Emotion language is a precursor to self-regulation.</li> <li>• The "attention rule"—the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions.</li> <li>• Understanding how to respond effectively to negative or uncomfortable emotions.</li> <li>• Learning how to combine emotion coaching with social and persistence coaching.</li> <li>• Using feeling picture cards to promote children's understanding of feelings words and beginning empathy.</li> </ul>
<b>Part Five: Pretend Play Promotes Empathy and Social Skills</b>	<ul style="list-style-type: none"> <li>• Understanding the value of pretend play with puppets to promote children's social skills and empathy.</li> <li>• Understanding the most effective ways to use puppets with children.</li> <li>• Developing scenarios and practicing using them to promote children's social skills, empathy, and emotion language.</li> <li>• Understanding how to use puppets and action figures along with books.</li> </ul>
<b>Part Six: Promoting Children's Self-Regulation Skills</b>	<ul style="list-style-type: none"> <li>• Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images)</li> <li>• Understanding how to use pretend and puppet play to do self-regulation teaching and practice.</li> <li>• Learning how to explain the calm down thermometer to children and practicing strategies.</li> <li>• Importance of using the ignore technique when child is too dysregulated.</li> <li>• Understanding concept of "selective attention."</li> <li>• Parents modeling self-control and calm-down strategies.</li> </ul>
<b>Part Seven: Using Praise and Rewards to Motivate Children</b>	<ul style="list-style-type: none"> <li>• Learning how to spotlight labeled praise for children.</li> <li>• Identifying child's "positive opposite" target behavior to praise and reward.</li> <li>• Understanding how to set up a developmentally appropriate plan of child social behaviors.</li> <li>• Recognizing the value of sensory activities and rewards for children.</li> <li>• Learning how to praise and reward oneself and others for parenting efforts.</li> <li>• Importance of developing a parent support network.</li> </ul>

**Table 1 Continued**

Content	Objectives
<p><b>Part Eight: Effective Limit Setting and Behavior Management</b></p>	<ul style="list-style-type: none"> <li>• Understanding how to give clear, brief, positive instructions.</li> <li>• Using parent visual command cards as needed to make command understandable.</li> <li>• Reduce number of commands to only necessary commands/instructions.</li> <li>• Learning about the importance of giving children transition time and reminders.</li> <li>• Understanding when to use redirections and physical prompts (guiding hands).</li> <li>• Establishing clear and consistent household rules.</li> <li>• Learning how to re-engage children in new learning opportunity when misbehavior subsides.</li> <li>• Identify behaviors that can be ignored.</li> </ul>



## How IY-ASD Differs from Basic IY Parenting Program

<p><i>IY Basic Preschool Program (3-5 years)</i></p>	<p><i>Autism Spectrum and Language Delays Program (2-5 years)</i></p>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Strengthening Children’s Social Skills, Emotional Regulation and School Readiness</li> <li>2. Using Praise and Incentives to Encourage Cooperative Behavior</li> <li>3. Positive Discipline: Rules, Routines &amp; Effective Limit Setting</li> <li>4. Handling Misbehavior (ignoring, Time Out, consequences and problem-solving)</li> </ol>	<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Increased focus on coaching language development, imitation and sensory routines, social communication, use of pretend play to promote empathy and social skills, and promoting self-regulation skills.</li> <li>2. Enhanced focus on self-care and building support group.</li> <li>3. Older (4 to 5 year old) verbal children with conduct problems families can continue with Program 4 of Basic IY program to discuss time out and problem solving (not included in IY-ASD program).</li> </ol>
<p>Basic IY Vignettes</p>	<p>New IY-ASD vignettes depict children with ASD. Additional vignettes from Basic IY may be added if parents in the group need more help with behavior management and problem solving.</p>
<p>Program Dosage (18-20 sessions)</p>	<p>(13-14 plus sessions) Increased dosage often needed to adequately cover the material since there are more practices and discussions to tailor the strategies to each unique child.</p>
<p>Group Size: 10-12 parents</p>	<p>Smaller group size: 6-8 parents plus partners or other family members</p>
<p>Group Leader: Knowledgeable in child Development</p>	<p>Group Leader: Knowledgeable and experienced in ASD practice, local ASD-specific supports, and functional behavioral approaches to behavior change.</p>
<p>Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, home activities)</p>	<p>Increased teaching about ASD and ways to use visual support including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children’s communication stage; imitation as a means to gain attention, learning alternative incentives to motivate children with ASD (e.g., sensory activities); more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.</p>

**Three-day Training for Parent Autism Workshop**

<p>Alliance building techniques (collaborative learning, buddy calls, weekly leader support calls, praise to parents, incentives for parents)</p>	<p>All standard alliance building techniques apply to this population, but increased efforts to help build families support systems and reduce their stress by working on self-care and promoting weekly buddy calls and peer dates with other parents. Regular emails, texts and calls from group leaders are essential.</p>
<p>Food, transportation, daycare</p>	<p>No adaptations needed, but essential to offer these for this population in order to reduce barriers to participation.</p>
<p>Core model does not offer home visits</p>	<p>Providing home visits to coach parent-child interactions using coach home visit manuals and additional DVD vignettes as needed; use these to make up missed sessions or show additional vignettes</p>
<p>Core model does not address collaboration with educators and other professionals for coordination of care</p>	<p>Coordinate with educators and therapists for developing behavior plans with agreed upon goals for child’s target behaviors. Consult with medical providers to understand effects of medical issues on child behavior and parent stress.</p>
<p>Core model suggests use of IY Advance, Child and Teacher Programs for children with diagnoses or very high risk families</p>	<p>Consider additional IY Programs:</p> <ul style="list-style-type: none"> <li>• Advance Program to teach anger and depression management and problem solving steps</li> <li>• Child Social, Emotional and Problem Solving Skills Program (“Dinosaur School”) offered alongside parent program</li> <li>• Offer follow-up training in the Helping Preschool Children with Autism: Teachers and Parents as Partners to help parents learn how to promote positive peer interactions and social communication with 2-3 children.</li> </ul>

# ***Parent Certificate of Participation and Successful Completion in***

*The Incredible Years<sup>®</sup>  
Autism Spectrum & Language Delays program  
Developed by Carolyn Webster-Stratton, Ph.D*

\_\_\_\_\_  
*Name of Participant*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Group Leader*

\_\_\_\_\_  
*Group Leader*



