Agendas and Checklists

Protocols for Helping Preschool Children with Autism:
Teachers and Parents as Partners Program

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Important Notes to Remember

NOTE: These agendas and checklists are the minimum number of sessions to be provided. Please refer to the Incredible Years® Incredible Beginnings Program or IY Teacher Classroom Management Program for more examples of limit setting and managing misbehavior.

NOTE: Use of these protocols is required for group leader certification/accreditation in this program. See more information on the Incredible Years® website, www.incredibleyears.com

NOTE: Agendas and Checklists in this section may be kept as master copies and may be photocopied for reuse in Incredible Years® classes. You may only use these agendas/checklists for the Incredible Years® classes. You must maintain all copyright information on the agendas and checklists and you may not alter any of the content. These forms are also available on our website, www.incredibleyears.com (in Group Leader Resources section).
The Incredible Years®

Helping Preschool Children with Autism: Teachers and Parents as Partners

Program Protocol
This program is offered to preschool teachers and/or parents of children on the autism spectrum or with language delays in order to promote children’s emotional regulation, social competence, language skills, school readiness, and relationships with peers. This program can be used independently for parents with children on the autism spectrum or with language delays after they have completed the 14–16 week Autism Parent Program.

This program can also be used independently with preschool teachers who work with children with ASD. It is recommended preschool teachers complete the Teacher Classroom Management program before participating in this program.

**Ideally, both preschool teachers and parents will participate in this program together.**

Number of Sessions
It will take 6 sessions to complete this program.
The Incredible Years®

Helping Preschool Children with Autism: Teachers and Parents as Partners

Agendas, Checklists and Handouts for Each Program

The content covered in each program needs to be paced according to the group’s particular needs for discussion and content, level of participation, and prior familiarity with the behavior change and child development concepts. In general, we suggest that you try to cover 5–7 vignettes per two-hour program.

Part One
Promoting Language Development
Vignettes 1–13 (Sessions 1 & 2)

Part Two
Promoting Social Interactions and School Readiness
Vignettes 1–23 (Sessions 3 & 4)

Part Three
Promoting Emotional Literacy and Self-Regulation
Vignettes 1–14 (Sessions 5 & 6)

NOTE: It will take 6 sessions to complete this program, with 2 sessions for each “Part”
Outline—Part One
Promoting Language Development
Sessions 1 & 2

I. Welcome
Leaders introduce themselves.
Review agenda for program.

II. Introductions
Participants introduce themselves and goals.
Talk about children’s classrooms and peer relationships. Share children’s stage of
communication and play level development. (See Communication Checklist Handout.)

III. Ground Rules
Ask teachers/parents for ideas on group rules.

IV. Program Goals and Topics
Give an overview of the program, its general goals, topics and format.
Show introductory overview and videos of teacher goals and parents recognizing their
children’s difficulties.

V. Topic of Day: Promoting Language Development
A. Show introductory narration and pause to highlight children on the spectrum
B. Vignette 1: Child-directed Narrated Play (hexagons)
C. Brainstorm/Buzz: Benefits of teacher & parent child-directed play for children on
the spectrum; share how these children’s play is unconventional and different
from typical children; share variety of ways these children communicate and how
to respond to nonsensical words.
D. Vignette 2: Adding Interactive Interest to Play
E. Buzz: Social sensory likes and dislikes and share sensory routines, songs, and
games.
F. Explain use of the “Communication Checklist” by using for Hudson vignette and
then complete form for one child and determine child’s communication goals.
G. Vignette 3: Descriptive Commenting & Visual Prompts (playdough)
H. Buzz: Break into pairs to discuss ways they use visual prompts, gestures, and
encouraging words in their setting (see handouts).
I. Vignette 4: Child-directed Play and Pre-academic Coaching (hammer and balls)
J. Role Play/Practice: Large group and small group practice descriptive
commenting and pre-academic coaching; alter practices according to different
children’s communication levels.
K. Vignette 5: Avoiding Question Asking with Nonverbal Children
L. Role Play/Practice: Compare question asking without object vs question asking
with object or picture
M. Vignette 6: Joint Play Sharing (bumpy road)
N. Vignette 7: Encouraging Asking for Help (Amelia opening bottle)
O. Vignette 8: Encouraging Social Communication – Asking and Answering (milk box refusal to share)
P. Vignette 9: Encouraging Social Communication – Listening (lunch time sandwiches)
Q. Vignette 10: Teacher Directed Practices – Asking and Sharing (asking for apples, water)
R. Role Play/Practice: In triads practice setting up snack practice opportunity for children to ask for what they want and share using prompts and modeling. Explain ABC of behavior learning (see handout of ABC chart).
S. Vignette 11: Using Snack Talk Cards to Promote Social Communication (favorite toy pictures)
T. Brainstorm/Buzz: Pair up with buddy to talk about ways to use visual prompts (snack cards) in classroom to enhance social communication.
U. Vignette 12: Using Snack Cards to Promote Social Communication (favorite characters)
V. Vignette 13: Snack Menus to Enhance Language (cereal toddlers)
W. Role Play/Practice: Set up role play with 4 group participants to practice snack menus; one child has no language, one has single words and one has sentences.
X. Teacher and Parent Reflections Vignettes
Y. Role Play/Practice: Break up with buddies to practice reading to children using gestures, animations, face-to-face interactions and adapting reading to child’s stage of communication.
Z. Show Teacher Reflections – language development

Key Concepts:
• Value of teachers and parents giving focused child-directed narrated play as a way of promoting joint play and social communication
• Understanding how to get in child’s attention spotlight and not letting the child exclude parent or teacher
• Appreciating the importance of gesturing, imitation, modeling, and face to face interactions
• Determining appropriate developmental goals and adjusting verbal and nonverbal language according to the children’s communication stage
• Using visual prompts and supports such as snack talk cards, signals, and concrete objects to promote social communication and language understanding
• Tailoring pace, amount, and complexity of language modeled according to child’s communication stage
• The modeling principle – and importance of positive affect and exaggerated facial responses
• Understand how to set up practices to prompt social communication
VI. Review Practice Activities, Handouts and Set Personal Goals

- Summarize key points
- Spotlighting Key Tips
- Review suggested activities
- Set personal goals by using self-monitoring checklist

VII. Teacher/Parent Evaluation

VIII. Closing
**LEADER CHECKLIST**

*Part One*

*Sessions 1 & 2*

**Topic: Promoting Language Development**

**Vignettes: 1–13, Teacher & Parent Reflections**

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**DATE:** __________________

**LEADER NAMES:** ________________________________  
**TIME:** __________________

**VIGNETTES COVERED:** Child-directed Narrated Play:

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Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

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<td>1. Write the agenda on the board</td>
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<td>2. Welcome, make introductions, set goals</td>
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<td>3. Brainstorm: group ground rules</td>
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<td>4. Explain format for meetings, program goals, and topics</td>
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<td>5. Talk about children’s classroom, stage of communication, and play level. Explain Communication Checklist &amp; “How I am Incredible” handout.</td>
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<td>6. Buzz: social sensory routines, songs, and games</td>
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<td>7. Buzz: use of visual prompts</td>
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<td>8. Buzz: child’s likes and dislikes/use of picture choice boards</td>
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<td>9. Role play/practice: child-directed play &amp; descriptive commenting and how varies according to child’s communication stage</td>
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<td>10. Break out for “practice” in dyads or triads</td>
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<td>11. Role Play/Practice: Question asking with and without objects and pictures</td>
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<td>12. Role Play/Practice: In triads practice setting up practice for children to ask for what they want.</td>
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<td>13. Buzz: Use of snack cards to promote social communication</td>
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<td>14. Role Play/Practice: Using snack cards</td>
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<td>15. Explain importance of practice activities</td>
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<td>13. Highlight key principles from discussion</td>
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<td>14. Review this week’s practice activity and participants set personal goals (play record sheet)</td>
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<td>15. Evaluations</td>
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**Copy:**

Practice Activities for the Week  
Behavior Plan Record Sheet: Promoting Language Development  
Behavior Plan Record Sheet: Promoting Peer Social Communication  
“How I Am Incredible!” Handout  
Spotlighting Handouts: Coaching children with limited language; Pre-Academic Coaching for Children with some language; Coaching Language during Reading; Connecting with Children through Music  
Buzz: Nonverbal Cues  
Buzz: Encouraging Words  
Teachers and Parents as “Pre-Academic Coaches” Checklist  
Communication Checklist with Adults  
Communication Checklist with Peers  
Sample Activity Choice Cards  
Sample Snack Talk Cards - Favorite food or toy, Favorite character  
Sample Song Cue Cards  
ABC Chart

**Self-Evaluation**

“Gems” of Program—Reminder of things to pursue next session
Outline—Part Two
Promoting Social Interactions
Sessions 3 & 4

I. Welcome
Greet families.
Review agenda.

II. Report on Practice Activities
Buzz experiences with narrated child-directed play and successes at getting in child’s spotlight with modeling, prompting, gesturing, imitation; share experiences using visual cue cards, prompts, and setting up social communication practices.

III. Program Goals and Topic
Give an overview of the topic. (Show introductory narration.)

IV. Topic of Day: Promoting Social Interactions
A. Show narration to first vignette.
B. Vignette 1: Getting in Your Child’s Attention Spotlight (balloon)
C. Role Play/Practice: In large group choose a participant to demonstrate how to blow up balloon and wait for child to indicate through gestures or words what he wants. Model, blow and wait for response. Once balloon is blown up, teach turn taking through gestures, prompts, modeling and rewards (ABCs).
D. Vignette 2: Prompting, Waiting, Asking and Turn Taking (squirrel)
E. Buzz: Target social behaviors.
F. Vignettes 3–8: Dramatic Play to Prompt Verbal Social Interactions
G. Role Play/Practice: Set up dramatic play practice with groups of four to help one reluctant child respond to initiations and to initiate social communication and share in joint play.
H. Buzz: In groups of 3–4, teachers work on a behavior plan record sheet for helping a target child learn target social skills and social communication.
I. Vignettes 9–11: Coaching Amelia with 2 children (play dough)
J. Role Play/Practice: Set up practice with 3 children and one teacher with play dough. Encourage children to participate in a joint activity.
K. Understanding the ABCs of behavior change.
Key Concepts:

- Understanding how to model, prompt, and coach children’s social skills.
- Understanding the ABCs of behavior change.
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Encourage back and forth communication by pausing to wait for child’s response or signal before giving child what he/she wants.
- Understanding how to use intentional coaching communication.
- Understanding 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.
- Setting up behavior plans for individual children for target social coaching.

V. Review Practice Activities, Handouts and Set Personal Goals

Summarize Key Points.
Spotlighting Key Tips.
Review suggested activities.
Set personal goals by using self-monitoring checklist.

VI. Teacher/Parent Evaluations

VII. Closing
LEADER CHECKLIST
Part Two
Session 3

Topic: Promoting Social Interactions
Vignettes: 1–11

SITE: _________________________________________ DATE: __________________
LEADER NAMES: __________________________________ TIME: __________________

VIGNETTES COVERED:
Intro* 1 2* 3* 4* 5 6 7* 8* 9* 10 11A 11B

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

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<td>1. Write the agenda on the board</td>
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<td>2. Review practice activities, elicit reactions</td>
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<td>3. Discuss ABCs of behavior change</td>
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<td>4. Role Play/Practice: ABCs of behavior change and partial modeling with balloon</td>
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<td>5. Buzz: Target social behavior</td>
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<td>6. Role Play/Practice: dramatic play with three children/teacher</td>
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<td>7. Buzz: Group 3-4 teachers to work on behavior plan</td>
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<td>8. Role Play/Practice: cooperative play activity (playdough)</td>
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<td>9. Highlight key principles from discussion</td>
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<td>10. Explain this week’s practice activity, set goals</td>
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Copy:
Practice Activities for the Week
Behavior Plan Record Sheet: Peer Social Coaching
Spotlighting: Coaching children’s social peer interactions, Facilitating children’s social learning
Brainstorm/Buzz: Social Coaching, Dramatic Play
Teacher-Child Social Coaching (Levels 1-3)

Self-Evaluation
“Gems” of Program—Reminder of things to pursue next session
Outline—Part Two

Promoting Social Interactions cont’d

Session 4

I. Welcome
   Greet families.
   Review agenda.

II. Report on Practice Activities
   Buzz experiences with dramatic play and setting up cooperative practices using modeling,
   prompting and praising strategies.

III. Program Goals and Topic
   Give an overview of the topic.

IV. Topic of the Day: Promoting Social Interactions
   A. Review prior session learning.
   B. Vignette 12: Encouraging helping behaviors (Amelia)
   C. Buzz: Practices to promote helping, sharing, and social communication.
   D. Vignette 13: Using Books to Teach Social Skills
   E. Role Play/Practice: Pair up participants to practice reading to a child using face to
   face reading with prompts, gestures and modeling to promote social
   communication and back and forth joint interaction.
   F. Vignette 14–15: Using Play Scripts to Promote Joint Play (racing cars)
   G. Buzz: Break into pairs to plan picture scripts they could use with children.
   H. Vignette 16–17: Using Play Scripts to Learn New Play Options (snowman)
   I. Buzz: Pair participants to share ways they could encourage Hudson to be
   involved in joint play with Peyton.
   J. Vignettes 18 A, B, C, D: Social Coaching on the Playground
   K. Role Play/Practice: Re-enact playground scene with visual cue cards.
   L. Buzz: Sensory physical routine to promote social interactions.
   M. Vignettes 19–23: Practice Exercises (baby care)
   N. Buzz: Break up into pairs to discuss rewards and picture choice rewards for target
   children.
   O. Buzz: In pairs, talk about selected children who may need slightly more
   structured play practice activities. Afterwards, in groups of four re-enact one of
   the scenes (taking care of baby, pizza making, pop up pirate, fishing game).
   P. Show Teacher and Parent Reflections
**Key Concepts:**
- Understanding how to model, prompt, and coach children’s social behaviors (waiting, helping, sharing) and social communication.
- Understanding the ABCs of behavior change.
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Understanding how to use picture play scripts to promote joint play.
- Understanding how to set up more structured play scenarios with picture cue cards and rewards to help two children practice social skills.

**VI. Review Home Activities, Handouts and Set Personal Goals**
- Summarize Key Points.
- Spotlighting Key Tips.
- Review suggested activities.
- Set personal goals for using self-monitoring checklist.

**VII. Teacher/Parent Evaluation**

**VIII. Closing**
### LEADER CHECKLIST

**Part Two**

**Session 4**

**Topic: Promoting Social Interactions**

**Vignettes: 12-23, Teacher Reflections**

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<tr>
<td>Intro 12 13 14 15 16 17 18A 18B 18C 18D 19 20 21 22 23 Teacher Reflections</td>
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Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

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<td>2. Review practice activities; elicit reactions &amp; experiences (to using ABCs, dramatic play, cooperative play practices)</td>
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<td>3. Buzz: ways to promote helping behavior</td>
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<td>4. Practice interactive reading skills (large &amp; small group)</td>
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<td>5. Buzz: picture scripts</td>
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<td>6. Practice social coaching on playground</td>
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<td>7. Buzz: Rewards for target children</td>
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<td>8. Buzz: Planning for more structured practices</td>
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<td>9. Highlight key principles from participants’ discussion</td>
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<td>10. Explain this week's practice activity &amp; set goals</td>
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Practice Activities for the Week
Behavior Plan Record Sheet: Peer Social Coaching
Spotlighting Handouts: Coaching children’s social peer interactions, Using fun sensory physical routines to motivate social interactions, Sample picture play sequences, Sample reward cards, Sample picture sequences (animals)
Building Blocks for Reading with CARE with preschoolers
Tips for Using Puppets

**Self-Evaluation**

“Gems” of Program—Reminder of things to pursue next session
Outline—Part Three

Promoting Emotion Literacy and Self-Regulation

Sessions 5 & 6

I. Welcome
   Review Agenda.

II. Report on Practice Activities
   Buzz experiences using books to teach social skills and communication; using play scripts to promote joint play and use of social coaching and/or play scripts on the playground; experiences with slightly more structured play practice scenarios (e.g., taking care of baby).

III. Program Goals and Topic
   Give an overview of topic. (Show introductory narration.)

IV. Topic of the Day: Promoting Emotion Literacy and Self-Regulation
   A. Show narration of first vignette.
   B. Vignette 1: Using Pictures to Teach Emotions
   C. Vignettes 2–3: Reading to Build Emotion Literacy
   D. Role Play/Practice: Pair up participants to practice face to face reading using emotion coaching and partial prompts.
   E. Buzz: Break into pairs to share key emotion words and ways to teach emotion language through books and pictures.
   F. Vignette 4: Modeling, Naming and Prompting Emotion
   G. Role Play/Practice: Large group demonstrate emotion coaching and break into small groups for further practice.
   H. Brainstorm: Show feeling cards and discuss ways to use feeling cards and demonstrate.
   I. Vignettes 5–6: Self-regulation
   J. Role Play/Practice: In small groups or pairs, practice teaching self-regulation skills such as blowing out candle and smelling flower (use pictures cards).
   K. Vignettes 7–8: Using Puppets in Pretend Play
   L. Role Play/Practice: Break into pairs or triads to practice using puppets to teach self-regulation skills such as breathing, happy place visualization, and positive self-talk.
   M. Buzz: Break out with buddy to share ideas for teachers or parents staying calm with children and modeling self-reflection strategies.
   N. Buzz: Break out with buddy to share ideas for using puppets to promote social and language skills.
   O. Vignette 9: Managing Frustration with Words
   P. Vignettes 10 (A, B)–12: Using the Calm Down Thermometer to Help Tiny
Q. Role Play/Practice: Large group demonstration of using thermometer to teach child calm down skills followed by small group practices.

R. Vignettes 13–14

S. Role Play/Practice: In large group demonstrate ignoring followed by teaching calm down strategy when the child is calmer.

T. Show *Teacher and Parent Reflections and Series Summary*

### Key Concepts:
- Emotion coaching promotes children’s emotion language skills and empathy.
- Emotion language is a precursor to self-regulation.
- The “Attention Rule” – the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions.
- Learning how to combine emotion coaching with social coaching.
- Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.
- Understanding how to use pretend play and puppets to practice self-regulation skills.
- Practicing using the Calm Down Thermometer to teach skills.
- Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images).
- Understanding when the ignore strategy is a better response.
- Importance of modeling self-control and calm down strategies.

### VI. Review Home Activities, Handouts and Set Personal Goals

Summarize Key Points.

Spotlighting Key Tips.

Review suggested activities.

Set personal goals for using self-monitoring checklist.

### VII. Teacher/Parent Evaluations

### VIII. Closing
LEADER CHECKLIST
Part Three
Sessions 5 & 6

Topic: Promoting Emotion Literacy and Self-Regulation
Vignettes: 1–14, Teacher & Parent Reflections, Summary

SITE: _________________________________________ DATE: _________________
LEADER NAMES: __________________________ TIME: ______________________

VIGNETTES COVERED:
Intro 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Teacher & Parent Reflections

Circle vignettes shown. Vignettes with an asterisk (*) are for those who did the IY Parent Autism Program first before this program.

DID I  
YES NO
1. Write the agenda on the board
2. Review practice activities; elicit reactions & experiences to social coaching
3. Role Play/Practice: reading with emotion coaching and partial prompts
4. Buzz: emotion words and picture card use
5. Role play/practice: emotion coaching (large groups)
6. Role play/practice: social and emotion coaching (dyads/triads) and using feeling picture cards
7. Role play/practice: Pair practice of self regulation skills and using picture cards
8. Role play/practice: Using puppets to teach self regulation skills
9. Role play/practice: Using Calm Down Thermometer
10. Discuss emotions/behaviors to ignore and when to give attention to and prompt self regulation strategy
11. Highlight key principles from discussion
12. Explain this week’s practice activity, set personal goals
13. Evaluations

continued on back page
Agendas and Checklists

**Copy:**
Practice Activities for the Week
Behavior Plan Record Sheet: Emotion Coaching, Coaching Self-Regulation,
Teaching Emotion Self Regulation
Spotlighting Handouts: Emotion Coaching, Self-Regulation Coaching,
Coaching children’s self-regulation skills, Teachers and Parents as
Emotion Coaches, Sample self-regulation cue cards, Scenarios for
teaching children emotion self-regulation skills
Calm Down Thermometer Handout
Brainstorm/Buzz: Promoting self-regulation, Emotion literacy
Getting in Your Child’s Attention Spotlight to Promote Social, Emotional, and Language Development

**Self-Evaluation**
“Gems” of Program