



Appendix

Self-monitoring checklist (to be reproduced)63

Weekly Evaluation Form (to be reproduced).....65

Final Participant Satisfaction Questionnaire (to be reproduced)67

Program Content and Objectives.....70

Assessing Children’s Play and Language Levels (to be reproduced)74

Certificate of Completion (to be reproduced)77

Helping Preschool Children with Autism 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. (This checklist is kept in a file folder for each parent.)

Name: _____

Session 1: Promoting Language Development	Goals I met:
My goal for the coming week:	
Read Chapter 4 in <i>Incredible Teachers</i> , Chapter 1 & 2 in <i>Incredible Toddlers</i> or Chapter 1 & 2 in <i>Incredible Years</i>	
Review my goals for myself and children	
Play using child-directed approach with descriptive commentary, imitation, and repetition	
Use non-verbal signals or visual prompts with verbal communication	

Session 2: Promoting Social Interactions	Goals I met:
My goal for the coming week:	
Read Chapter 5 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 10 in <i>Incredible Years</i>	
Review my goals for myself and children	
Play using peer social coaching methods and dramatic play experiences with 2-3 children	
Model and prompt social skills such as sharing and turn taking	

Session 3: Promoting Social Interactions	Goals I met:
My goal for the coming week:	
Read Chapter 13 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 10 in <i>Incredible Years</i>	
Play using pretend play with puppets or props with 2-3 children	
Practicing using intentional commentary to promote child's awareness of other children	

Session 4: Promoting Emotion Learning and Self-Regulation	Goals I met:
My goal for the coming week:	
Read Chapter 11 in <i>Incredible Teachers</i> , Chapter 3 in <i>Incredible Toddlers</i> , or Chapter 9 in <i>Incredible Years</i>	
Use emotion coaching during play	
Teach children some self-regulation skills (e.g., calm down thermometer, breathing, happy thoughts)	





*Helping Preschool Children with Autism Program
Participant Weekly Evaluations*

Name _____ Session _____ Date _____

1. The video vignettes were:

not helpful neutral helpful very helpful

2. The content of the session was:

not helpful neutral helpful very helpful

3. The group leader's teaching and leadership skills were:

not helpful neutral helpful very helpful

4. The group discussion and interaction was:

not helpful neutral helpful very helpful

5. The use of practice exercises in the group was:

not helpful neutral helpful very helpful

6. The suggested practice activities and readings between sessions were:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)

Final Participant Satisfaction Questionnaire Helping Preschool Children with Autism Program

(To be completed at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* 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. I feel that the approach used to strengthen children's social and emotional behaviors in this program is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate greatly appropriate

2. My overall feelings about my personal progress using social coaching strategies are

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

3. My overall feelings about my personal progress using the emotion coaching strategies are

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

4. The effects of using the self-regulation strategies and imaginary pretend play skills with the children are

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

5. The children's social and emotional skills are

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

6. The children’s pre-academic skills for language, reading readiness, and persistence at a task are

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved
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7. Would you recommend the program to another teacher or parent?

strongly not recommend	not recommend	slightly not recommend	neutral	slightly recommend	recommend	strongly recommend
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8. My overall feeling about achieving my goals is

very negative	negative	slightly negative	neutral	slightly positive	positive	very positive
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B. Teaching Format

Usefulness

In this section, please indicate how useful each of the following types of teaching are 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. Using the video vignettes to demonstrate coaching skills was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
-------------------	---------	------------------	---------	-----------------	--------	------------------

3. Group discussion of behavior change and communication strategies was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
-------------------	---------	------------------	---------	-----------------	--------	------------------

4. Use of practice or role plays during group sessions was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
-------------------	---------	------------------	---------	-----------------	--------	------------------

5. Practicing social, emotion coaching and pretend play skills *between* sessions was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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6. Weekly handouts (e.g., spotlighting tips & others) were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
-------------------	---------	------------------	---------	-----------------	--------	------------------

7. Reading chapters from the *Incredible Teachers, Incredible Toddlers* or *Incredible Years* book was
 extremely useless useless slightly useless neutral somewhat useful useful extremely useful

C. Specific Parenting Techniques

Usefulness

In this section, please provide your ideas of how useful each of the following techniques is in improving your interactions with children. 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. Pre-academic 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. Using nonverbal communication strategies

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

D. Evaluation of Group Leaders

Please answer the following questions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 _____

(name)

1. The leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
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2. The leader's preparation was

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

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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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. The leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
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2. The leader's preparation was

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

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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E. Parent/Teacher Group

In this section, please answer the following questions about your group. Please circle the response that describes how you feel.

1. I feel the group was

very		somewhat	neutral	somewhat		very
unsupportive	unsupportive	unsupportive		supportive	supportive	supportive

2. Concerning other group members' interest in my situation, I felt they were

very		somewhat	neutral	somewhat		very
uninterested	uninterested	uninterested		interested	interested	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 participants in your group?

highly		somewhat	neutral	somewhat		very
unlikely	unlikely	unlikely		likely	likely	likely

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 assistance? Please elaborate.

3. What did you see as the main benefit of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* 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.



Content and Objectives of the Helping Preschool Children with Autism: Teachers and Parents as Partners Program

Part One: Promoting Language Development

- 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.
- Assessing child's sensory likes (and dislikes) and developing sensory routines, songs and games to motivate the child's communication.
- Using communication checklist with adults and peers to determine child's communication goals.
- 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.
- Understanding how to set up practices to prompt social communication.

Part Two: Promoting Social Interactions

- 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.
- Understanding how to model, prompt, and coach children's social behaviors (waiting, helping, sharing) and social communication.
- 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.

Part Three: Promoting Emotion Literacy and Self-Regulation Skills

- 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 calm down 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 than giving the behavior attention.
- Importance of modeling self-control and calm-down strategies for children.

Assessing Children's Play and Language Levels

Level One



Name of Child: _____

Age of Child: _____

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

Assessing Children's Play and Language Levels

Level Two



Name of Child: _____

Age of Child: _____

Family Context

Language Level

(e.g., no spoken language, can point, leads parent by hand, vocalizes)

Play Level

(e.g., plays alone, anxious and withdrawn)

Sensory Interests

Behavior Problems

Positive Opposite Behaviors

Goals for Parents

Goals for Child

Assessing Children's Play and Language Levels

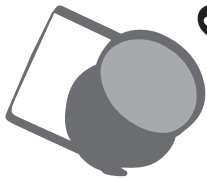
Level Three



Name of Child: _____

Age of Child: _____

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



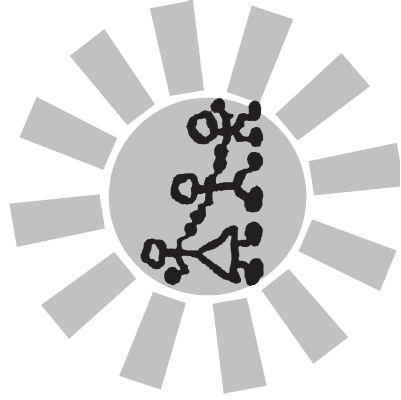
Certificate

of Participation and Successful Completion in

The Incredible Years®

**Helping Preschool Children with Autism: Teachers and
Parents as Partners program**

Developed by Carolyn Webster-Stratton, Ph.D



Name of Participant

Date

Group Leader

Group Leader

