

MY CERTIFICATION PORTFOLIO

Name: _____

Workplace: _____



Your Contact Information:

Name: _____

Agency: _____

E-mail: _____

Phone number: _____

Address: _____

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Introduction



“Become an Incredible Group Leader”

Receiving Incredible Years® (IY) Group Leader Training from a certified IY Mentor/Trainer is the first of eight steps toward becoming certified as an IY Group Leader.

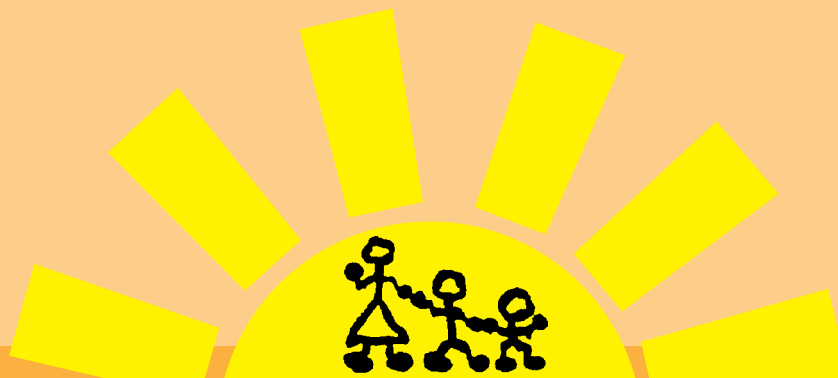
After attending the initial group leader training, it is highly recommended you engage in ongoing consultation, coaching, and peer review from certified Peer Coaches, Mentors, or Trainer.

Participating in this continued training and supervision process is not only helpful in assuring your clinical competence but also gives you the opportunity to continue on the path to becoming a certified Group Leader.

Becoming certified means you are offering the program with high quality and fidelity. Our research shows that certified group leaders have stronger, more sustainable outcomes (and lower dropout rates) than when programs are offered by non-certified group leaders.

This portfolio will help you keep track of each of your certification steps in one spot. You will find group checklists, fidelity measurements, evaluations, and more!

*The terms “Certified” and “Accredited” are used interchangeably



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VIDEO REVIEW & FEEDBACK

- Step #5: Implement first group/submit video for feedback
- Step #6: Consultation/Peer Review
- Step #7: Implement second group/submit video for feedback
- Tips for Submitting a video

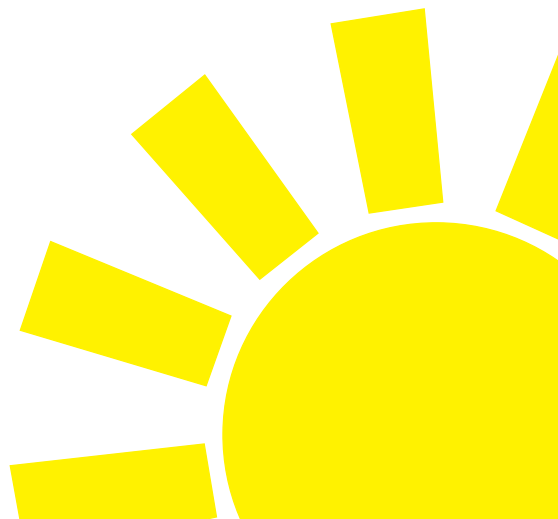
FIDELITY PAPERWORK

(Okay to photocopy)

- Step #8: Submit paperwork
- Certification Checklist
- Application for certification
- Background Questionnaire
- Weekly Checklists
- Participant Weekly Evaluation
- Participant Final Satisfaction Questionnaire
- Peer and Self Evaluation
- Group Leader Collaborative Process Checklist

HANDOUTS AND EXTRAS

(Not required for certification application)



“A Certified IY Group Leader is someone who has been certified/accredited after demonstrating competency in facilitating groups using the IY standard materials, methods, processes, and protocols.”

Why Become Certified?

The certification/accreditation process is considered to be of value for many reasons:

- + The process of certification is considered part of the *ongoing* training process (after the initial workshop) wherein the leader receives feedback and consultation from accredited coaches and mentors on his/her group leadership ability.
- + The certification process maximizes the quality of IY group leader performance and program delivery fidelity. Certified group leaders implementing the full program have been shown to produce results similar to those in the published literature*.
- + Group Leader certification will grant listing as a Certified IY Group Leader with our center. Incredible Years® may recommend Certified IY Group Leaders for potential employment as a leader of groups.
- + Certified leaders will be invited to Incredible Years® workshops that provide consultation, updates on our program materials and methods, as well as provide a forum for sharing ideas and developing a support network with other group leaders.
- + Certification grants eligibility for an invitation to continue training to become an Incredible Years® Certified Peer Coach and/or Mentor of group leaders in selected programs.

* Webster-Stratton, C., Reid M.J., and Marsenich, L. 2014. Improving Therapist Fidelity During Implementation of Evidence-based Practices: Incredible Years Program. *Psychiatric Services*, Vol. 65 No. 6. 65:789–795. Online: <http://ps.psychiatryonline.org/article.aspx?articleid=1857285>

Useful Contacts

Incredible Years®

- + Carolyn Webster-Stratton (*Program Founder & Developer*)
- + View list of IY Staff here: <http://incredibleyears.com/about/>
- + View list of IY Mentors here: <http://incredibleyears.com/workshop-info/ctm/>
- + View list of IY Trainers here: <http://incredibleyears.com/workshop-info/ctt/>

Incredible Years® Headquarters

1411 8th Avenue West
Seattle, WA 98119
United States

Contact

E-mail: incredibleyears@incredibleyears.com
Phone: 206-285-7565

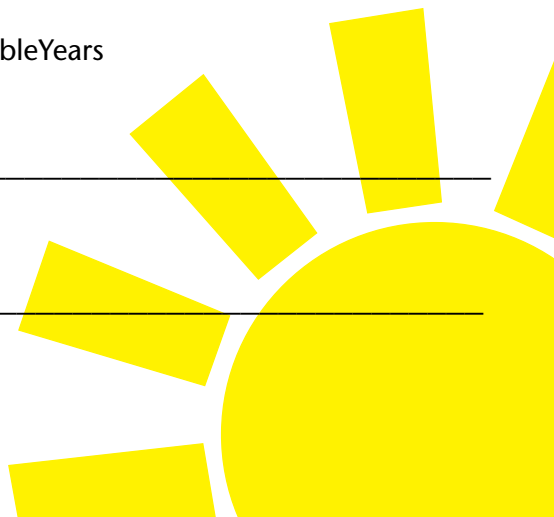
Further Information/Social Media

Website: www.incredibleyears.com
Group Leader Resources: <http://www.incredibleyears.com/resources/gl/>
Research Article Library: <http://www.incredibleyears.com/research-library/>

Blog: <https://incredibleyearsblog.wordpress.com/>
Facebook: <https://www.facebook.com/TheIncredibleYears>
Instagram: <https://www.instagram.com/incredibleyears/>
Newsletter: <http://www.incredibleyears.com/newsletter/>
Twitter: <https://twitter.com/IncredibleYrs>
YouTube: <https://www.youtube.com/user/TheIncredibleYears>

Peer Coach Name: _____

Mentor Name: _____



Map to Becoming Certified

Basic steps to become a certified IY Group Leader

START

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1. Attend an IY training.



2. Acquire the appropriate program for your population.

(You may do this step prior to attending training.)



3. Self Study using Leader's Manual & DVDs (with coleader).

(You may begin self study prior to training if you have the program materials.)



4. Start recruitment and planning for your groups.



5. Implement first group & submit DVD of one session for feedback from IY mentor/trainer.

(If your agency has an IY Peer Coach, schedule video review meetings with them first.)



6. Obtain in-person, group, or phone consultation with Mentor/ Trainer and engage in weekly peer review.



7. Implement second group & submit DVD for feedback from IY mentor/trainer. Continue participating in consultation.



8. Once DVD review passes, send all paperwork to IY headquarters.



9. Application is reviewed. Congratulations on becoming a certified group leader!

See next page for what comes next, once you are certified as a group leader.

CERTIFICATION MAP – THE CONTINUED JOURNEY

Next steps once you have been certified as a group leader
(Continued from “Map to Becoming Certified”)

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10. Continue group leader peer review every 2 weeks.



11. Group DVD consultations yearly with IY mentor/trainer.



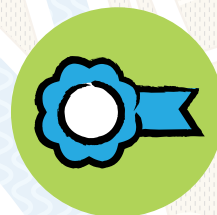
12. Support new group leaders by delivering groups with them.



14. Consider attending an adjunct IY training for a different population or age range.
(see www.incredibleyears.com for all training options)

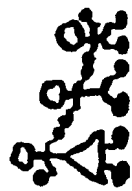


13. In-person or telephone consultations with IY mentor/trainer as needed.



15. Consider learning more about peer coach certification.

Contact the Incredible Years® office and consult our website (www.incredibleyears.com) for more details on further training you can receive, how to access consultation, and applying for peer coach certification.



Incredible Years® - Profiles of (IY) Group Leaders, Mentors & Trainers

IY Group Leader A person who facilitates groups using the IY standard materials, methods, processes and protocols. Aims to become a certified/accredited Group Leader.	IY Certified* Group Leader A Group Leader who has been certified/accredited after demonstrating competency in facilitating groups using the IY standard materials, methods, processes and protocols.	IY Certified* Coach A Coach who has been certified/accredited after demonstrating competency as a peer coach using the IY coaching methods and processes.	IY Certified* Mentor Nominated by a current mentor or trainer: A certified IY Mentor provides authorized IY training workshops in his or her agency as well as ongoing mentoring & supervision to group leaders who s/he has trained.	IY Certified* Trainer By executive appointment: A certified IY Trainer provides international training and consultation services. Possesses outstanding leadership skills based on consistent high workshop supervision and evaluations. Has a long-standing commitment towards evidence-based programs with fidelity and leadership skills.
IY Training Experience <ul style="list-style-type: none"> Has attended an authorized three (3) day IY training workshop. Has studied therapist manuals, books and videotapes. Has on-going peer review, consultation and supervision. Background Typically, a degree and experience in either teaching, nursing, social work, psychology or psychiatry. Has attended courses in child development.	IY Training Experience <ul style="list-style-type: none"> Has led two or more complete IY groups using the recommended session protocols. Has participated in consultation workshops (at least one) with trainers, supervision with mentors and peer review. Has successfully completed the requirements for certification. <i>Certification is based on positive participant evaluations, positive trainer or mentor evaluations of videotape review, positive peer review and satisfactory completion of session protocols.</i> Background A degree and experience in either teaching, nursing, social work, psychology or psychiatry. Has attended courses in child development.	IY Training Experience <ul style="list-style-type: none"> Is a certified Group Leader. Has led 6 complete IY groups using the recommended session protocols. Has participated in peer coaching workshops (at least 2 days) with trainers and has supervision from mentors or trainers. <i>Certification is based on positive evaluations of coaching received from group leaders and trainer or mentor evaluations of DVD reviews of coaching provided.</i> Background A masters degree in counseling, psychology, social work or psychiatry. Extra courses and experiences would be considered as an alternate to a masters degree.	IY Training Experience <ul style="list-style-type: none"> Is a certified Group Leader and Coach. Has led numerous (approx 8+) IY groups with fidelity & continues to deliver groups and participate in peer review. Has obtained ongoing consultation from IY trainers for groups and supervision from mentors, including additional video reviews. Has been trained to deliver authorized workshops using standard protocols. Has observed mentors & trainers giving supervision and conducting workshops. Has mentored new group leaders by co-leading groups with them and providing video feedback. <i>Certification based on positive trainer, mentor and group leader evaluations of workshop, positive evaluations by group leaders of mentoring received, and excellent group leadership skills.</i> (Follow complete process on Incredible Years website.) Background Generally, the same as the IY Group Leader & Coach categories. Graduate degree in teaching, nursing, social work, psychology or psychiatry.	IY Training Experience <ul style="list-style-type: none"> Is a certified IY Mentor. Possesses extensive experience with delivering the IY program and mentoring other therapists. Has broad supervision experience Has extensive knowledge of the IY research, and other research regarding evidence-based mental health programs for children. Background A Masters, Ph.D. or MD degree - with extensive clinical & research experience.

*The terms "certified" and "accredited" are used interchangeably

Getting Started

STEP ONE: ATTEND A TRAINING

The very first step toward certification is to attend a certified Incredible Years® Training/Workshop (these terms are used interchangeably).

To achieve positive outcomes similar to those reported in the published studies, group leaders should attend an authorized training from one of our certified Incredible Years® mentors or trainers, as well as undergo the Incredible Years® certification process.

Trainings are offered regularly in Seattle. Also, our certified Incredible Years® trainers can provide on-site training in your community upon request. This is a small group training, no more than 25 participants, designed to give leaders a detailed introduction to the content and process of leading the IY groups, with role playing, practice mediating vignettes, and troubleshooting difficult issues. This is the first step in the training process.

We recommend your agency complete our Agency Readiness Questionnaire in planning for IY program(s) and leader training workshop selected. This questionnaire can be found on our website, here: <http://incredibleyears.com/for-administrators/>



BACKGROUND QUALIFICATIONS?

Group leaders come from many disciplines, including counseling, social work, psychology, psychiatry, nursing, and education. It is recommended that potential Group Leaders have prior training in child development, and cognitive social learning theory. They should have at least two years' experience with young children, as well as an understanding of parenting skills and family interactions. Group leaders should possess excellent interpersonal skills, leadership skills, and have had involvement with group activities and an awareness of group dynamics.

STEP TWO*: ACQUIRE APPROPRIATE PROGRAM FOR YOUR POPULATION

In order to implement the program, you will need to acquire the program materials. Your agency may already own the program set, or you may need to purchase it from The Incredible Years® office. The program(s) selected will depend on your agency's assessment of community risk factors, goals in regard to age group targeted or priority in regard to either a prevention or treatment focus with parents, teachers, or children. If you have questions about which program(s) you will use, take a look on our website: <http://www.incredibleyears.com/programs/>

You can also call or e-mail us if you have questions about what to order. We are happy to help make sure the program you select addresses your goals. You should also thoroughly read through the purchase section on our website, as there is important information regarding returns and payment options: <http://www.incredibleyears.com/order/>

**You may purchase the program prior to attending training (while this is marked as the second step, some group leaders may already own the materials prior to step 1)*



STEP THREE: SELF-STUDY USING LEADER'S MANUAL, DVD, AND WEBSITE

In addition to the initial workshop, it will be important to further your learning about the program by also doing your own self-study. Read through the introductory sections of your leader's manual and read through the full text book that comes with your program set (specific book will depend on which program you order). Watch through the DVD vignettes using your manual guide. It is most helpful if you do this study with your co-leader and ideally practice with a mock group.



Utilize the Implementation section of our website which has many useful resources and articles:

<http://www.incredibleyears.com/programs/implementation/starting-the-programs/>

The "Experts in Action" manual and DVD's can be purchased along with your full program set. These DVDs show certified IY Mentors and Trainers leading the groups and are intended to enhance group leader's understanding of implementation practices. There is an accompanying manual that provides questions and considerations to think through as you watch the DVDs.

NOTE: If you already have the program prior to training, you could begin this self-study at any time.



STEP FOUR: START RECRUITMENT AND PLANNING FOR YOUR GROUPS

1. Recruitment of families involves preparing a brochure, advertising programs, in-person meetings and presentations with administrators, teachers and parents in schools, child-welfare workers, and other referral sources. There are preview DVDs for each of the different types of programs (Parent, Child, or Teacher) which you can use to explain how the programs work. Contact us for your free preview DVD! (E-mail incredibleyears@incredibleyears.com)

2. Plan the location, date, and time for your groups. Send out questionnaires to participants ahead of time regarding their preference for meeting day/time, whether or not they will need childcare, if they require transportation assistance, needs for translators, or any other special needs. When offering child care, be sure to train these child care providers in advance.

3. Utilize the planning materials found in this portfolio and also in your leader's manual. Weekly agendas and checklists provide detailed information regarding the format of each session. Even though all of your paperwork will not be sent in until later, it is vital that you use all these forms from the start. Fill out the session checklists each week, have participants complete weekly and final evaluations, peer review, follow the process checklist, etc. Once your DVD review passes you will need to send paperwork from two complete groups.

Additionally, these forms are imperative in the planning and implementation process!

IMPORTANT NOTE!

Contact incredibleyears@incredibleyears.com for a Brand License Agreement. Once you read this document and sign it, you will be granted permission to use the IY logo (which we will send you). This agreement provides very important information on how you can legally advertise that your agency is using IY, both in print and online, while ensuring that you do not violate IY intellectual property rights.



Remember to give yourself a pat on the back for all the hard work you have put in so far!

Video Review & Feedback

STEP FIVE: IMPLEMENT FIRST GROUP & SUBMIT VIDEO RECORDING OF ONE SESSION FOR FEEDBACK FROM IY MENTOR/TRAINER

Begin implementing your groups! Start video recording yourself right away so that you can get used to being recorded and feel more natural in front of the camera.

*The camera only needs to be focused on you. Reassure parents that this is a confidential video only to be used for your further professional development and will be destroyed after your video review has been completed. Develop a consent form explaining this to participants. (Contact us for a sample consent form.)



WHEN TO SEND IN YOUR VIDEO FOR REVIEW

If your agency has a certified IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the *Group Leader Process Checklist* and the *Peer and Self-Evaluation* forms. By reviewing these recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an IY trainer or mentor to answer your questions and discuss the group process. Next send in a video of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards certification!

HOW MANY VIDEOS WILL YOU NEED TO SEND FOR REVIEW?

Send one session (2 hours) at a time. Then use the recommendations from the mentor/trainer's review of this session to make changes in your group leadership methods or processes. You can always contact the IY office if you have questions about the reviewer's report. Next, submit a 2nd video (from your second group) that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 (or occasionally more) sessions prior to certification. The goal of these reviews is to help you achieve high competency in IY program delivery and to give you support during this learning process. Group leaders find these reviews immensely useful.

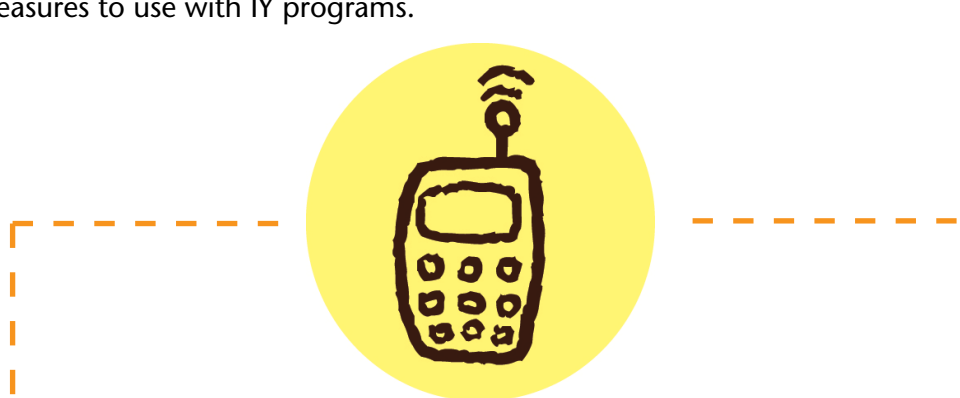
***NOTE: If your agency has a certified Peer Coach, you will review your recording with him/her first before submitting it to an IY Mentor/Trainer for review.**

STEP SIX: OBTAIN GROUP, IN-PERSON, SKYPE, OR TELEPHONE CONSULTATION AND RECEIVE PEER REVIEW.

Certified Incredible Years® mentors/trainers are available to provide consultation to administrators, researchers, group leaders, and therapists about a variety of topics related to the Incredible Years® programs.

These topics include:

- **Dissemination issues** such as assessing agency readiness for program, choosing the best program for your agency, obtaining training, recruiting families, assuring program fidelity, and assessing program outcomes.
- **Clinical issues** such as promoting attendance, managing resistive or neglectful parents or disruptive children, setting up practice role plays, and getting accredited or certified in the program.
- **Research issues** such as program evaluation, consultation regarding research design and best measures to use with IY programs.



Consultation Options Include:

In-person, Telephone or Skype Consultations for Group Leaders

For IY group leaders conducting their first group we highly recommend 1-hour telephone, skype, or in-person consultations with an IY mentor or trainer every 2 weeks. During these meetings, group leaders will receive support and help planning appropriate vignettes for particular groups, setting up practices, managing group dynamics and tailoring the program as appropriate for particular families or child development issues. Goals for these discussions will be developed by group leaders in collaboration with the mentor/trainer.

1-2 day Group Leader Consultation with Certified IY Mentor or Trainer

Group consultations are offered with groups of 10-12 group leaders at the agency site or in Seattle by a certified IY mentor/trainer. In this case, group leaders bring DVDs of group sessions where they share selected video group successes as well as more challenging sections in order to get feedback from other group leaders. The trainer/mentor facilitates group practices of alternative approaches. Typically 6 group leader dyads or videos can be presented and discussed in one day.

It is recommended that the first group consultation occur after the first group is delivered and before the 2nd group is started.

Peer Review

It is recommended that the leader and coleader for a group meet *weekly* to review segments of the video of their prior group session before starting their next group session. If your agency has a certified IY Peer Coach, schedule *monthly* coach meetings to review the videos of your group sessions together.

Reviewing these videos can help group leaders target leadership skills they want to strengthen and notice approaches that are particularly helpful to participants. After reviewing selected segments of their group sessions, group leaders also plan for the next session in terms of selected vignettes and practices to be carried out as well as goals and best learning strategies for each participant.

Consultation can be obtained by calling (206-285-7565) or e-mailing (incredibleyears@incredibleyears.com) the Incredible Years® office.

Let us know how we can help you and what your needs are!



STEP SEVEN: IMPLEMENT A SECOND GROUP AND SUBMIT VIDEO FOR FEEDBACK FROM IY MENTOR/TRAINER

Implement the feedback provided in your first review as you begin leading your second group. See below further tips for a successful video review.



TIPS FOR A SUCCESSFUL VIDEO REVIEW*:

- Review your video yourself with the Group Leader Collaborative Process Checklist (to make sure all aspects are covered) and the Group Leader Self Evaluation form. Please send these two forms along with the video for review.
- Send a 2-hour group session (with opening and closing session).
- Be sure your video shows you as the group leader (not just the group or your co-leader).
- Identify yourself clearly - indicate who you are in the video (i.e., "brown hair, red shirt") and label the tape accordingly.
- If you have a co-leader on your video, you must take responsibility for leading most parts of all the major session components, so we can see you "in action." (E.g., mediating vignettes, setting up practices, leading discussions, explaining key principles and reviewing homework.)
- Your video should be labeled with your name and also identify which program you are using (i.e., Helping Preschool Children with Autism Program).
- Do not send more than one video or send bits of different sessions.
- CHECK that your video file plays properly prior to sending it!
- Your DVD or USB will not be returned. DVD will be destroyed or video will be deleted once review is complete.



Keep in mind: sometimes a leader will need a 3rd review before their DVD passes.

*If your agency has an IY Peer Coach, ask them to review your video with you first to provide feedback and decide if it is ready to be sent to an IY Mentor/Trainer.

Paperwork

STEP EIGHT: ONCE VIDEO REVIEW PASSES, SEND ALL PAPERWORK TO IY HEADQUARTERS



The following documents can all be found in your Leader's Manual and also on our website. Included in this section is all of the paperwork you will be required to send in with your certification application. These documents are filled out for each group (you will be sending TWO group's worth of paperwork).

Some documents in this section are editable, so you can fill them out directly on your computer. Other documents must be photocopied and filled out by each of the teachers in your group. You have the option to e-mail us the paperwork (or send via Dropbox), OR send us hard copies in the mail. **Please do not send until after your video review has passed.**

Some tips regarding these forms:

- For any documents you mail to us, be sure to make photocopies of the originals to keep for your files.
- Follow the application checklist to make sure you have everything required.
- If you have an IY Peer Coach at your agency, schedule a meeting to go through your paperwork, in particular the Group Leader Collaborative Process Checklist.

Application Process

Checklist of Items Submitted for Group Leader Certification

- _____ Application form
- _____ Letter discussing your interest in becoming certified; your goals, plans, and philosophy of effective teaching and your clinical experience (one page)
- _____ Background Questionnaire
- _____ Two professional letters of reference (not co-leader)
- _____ Participants' weekly and final evaluations for two groups (Minimum 6 participants finishing)
- _____ Session checklists for all sessions from two groups
- _____ Two co-leader peer evaluations
- _____ Two self-evaluations
- _____ Passing video review report from Certified Mentor or Trainer



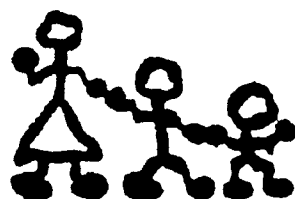
*All these forms can be found in this portfolio as well as in your leader's manual AND/OR for download on our website: <http://www.incredibleyears.com/certification-gl/helping-preschool-children-with-autism-program-certification/>

There is a certification fee which includes up to two video reviews and supervisory reports, registration process, and certificate of certification. Check our website/contact us for the current fee.

You can find additional helpful resources on our website:
www.incredibleyears.com/certification-gl/

Send to:

Incredible Years, Inc.
Certification Committee
1411 8th Avenue West
Seattle, WA 98119
Email: incredibleyears@incredibleyears.com





***Application for Certification
as an Incredible Years® Helping Preschool
Children with Autism Program Group Leader***

Name: _____

Home Address: _____

_____ Zip/Postal Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____

Occupation: _____

Month/Year of Helping Children with Autism Training: _____

Trainer: _____

APPLICATION BILLING INFORMATION (NAME & ADDRESS:

Organization/Name: _____

Address: _____

City/State/Province: _____ Postal Code: _____

Country: _____

E-mail for receipt: _____

This form must accompany your submission of video for review.

Please include the following with your video submission:

- A brief letter outlining the session/topic covered and population served
- A Self-evaluation that corresponds to the session(s) you are sending for review
- The session checklist (indicating the vignettes shown) from the session(s) you are sending for review
- A Process Checklist that corresponds to the session(s) you are sending for review

Please see website and leader's manual for certification application requirements. Contact Incredible Years office with any questions (incredibleyears@incredibleyears.com)

Send completed materials to:

Incredible Years Certification Committee
1411 8th Avenue West
Seattle, WA 98119 USA
incredibleyears@incredibleyears.com



Name: _____ Date: _____

We are asking you to complete this questionnaire about your professional background training and your school/organization in order to improve the quality of our training workshops and materials. Thank you for taking the time to complete this confidential form. **Please completely fill the circles with a black pen.**

Teacher and Group Leader Background Characteristics

1. Please list educational degrees awarded, year and field of study.

Year awarded	Degree	Field of Study
<input type="text"/>	<input type="radio"/> Associate	<input type="text"/>
<input type="text"/>	<input type="radio"/> Bachelor's	<input type="text"/>
<input type="text"/>	<input type="radio"/> Master's	<input type="text"/>
<input type="text"/>	<input type="radio"/> Ph.D.	<input type="text"/>
<input type="text"/>	<input type="radio"/> Other <input type="text"/>	<input type="text"/>

2. What is your professional educational background? *(mark all that apply)*

- | | |
|-------------------------------------------------------------------|------------------------------------------------------------|
| <input type="radio"/> Special needs education (special education) | <input type="radio"/> Teacher |
| <input type="radio"/> Clinical Psychologist | <input type="radio"/> School Psychologist/Counselor |
| <input type="radio"/> Social Work | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Child educational therapist | <input type="radio"/> Teacher assistant |
| <input type="radio"/> Nurse | <input type="radio"/> Other (specify) <input type="text"/> |

3. In general, how much training have you had in the following areas?
(mark one for each item)

	None at all	Very little	Some	Extensive
a. special needs training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. child development	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. social learning theory	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. facilitating groups	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. classroom management skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. teaching young children (4-7 years)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. related areas <i>(list below and mark rating)</i>				
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

4. What is your professional title?

5. Number of years professional experience:

If you are a therapist, skip to #8.

6. How many children are in your class?

7. What age are the children in your class?

☐ 3-4 years (preschool)

☐ 5-6 years (kindergarten)

☐ 6-7 years (grade 1)

☐ 8 years (grade 2)

☐ Other (specify)

8. How many colleagues at your place of employment do the same type of work as you?

☐ None ☐ A few ☐ Quite a few ☐ Most

9. How supportive are your colleagues of your work? (*mark one*)

☐ Not at all ☐ A little ☐ Some ☐ Quite a bit ☐ Very much

If you are a teacher, skip to # 14.

10. Please rate how much you theoretically subscribe to each of the following in your practice.
(*mark one for each item below*)

Don't know or
don't subscribe
to this approach

Somewhat
subscribe

Strong
supporter

0 1 2 3 4 5 6

a. Behavioral approaches

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

b. Cognitive therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

c. Family therapy (e.g., structured, systemic, functional)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

d. Humanistic/existential therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

e. Psychodynamic therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

f. Solution-focused therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

g. Other (specify)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

11. How much have you used the following types of interventions for children with behavior problems and their parents in the past?
(mark one for each item below)

None at all
Very little
Some
Extensive

- a. Individual intervention for child
- b. Family therapy
- c. Individual parent counseling
- d. Educational or small group therapy for children
- e. Educational or therapy groups for parents
- f. Combined groups for parents and children
- g. Consultation/supervision
- h. Teaching - Behavioral Plans
- i. Other (describe)

① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④

12. In general, how much experience do you have working with the specific populations/therapies below? (mark one for each item)

- a. Children and families
- b. Child-focused social skills groups
- c. Parent-focused therapies
- d. Parent training groups
- e. Family therapy
- f. Classroom teaching

① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④

13. What is your typical caseload of children or families per week at the place where you work?
(mark one)

- ☐ Not applicable
- ☐ 1-5 cases per week
- ☐ 6-10 cases per week
- ☐ 11-20 cases per week
- ☐ 21-30 cases per week
- ☐ 31-40 cases per week
- ☐ 41-50 cases per week
- ☐ over 50 cases per week

This section asks you about your agency, organization or school characteristics.
(mark one for each question)

14. What kind of organization/agency do you work for?

- ☐ Mental health agency
- ☐ Public school
- ☐ Private elementary school
- ☐ Preschool or Head Start center
- ☐ Day care center
- ☐ Health maintenance organization/hospital
- ☐ University
- ☐ Other (please describe):

15. How many children does your organization/school serve?

- ☐ Fewer than 500
- ☐ 500-1000
- ☐ 1,000-5,000
- ☐ 5,000-10,000
- ☐ 10,000-50,000
- ☐ 50,000-100,000

16. How would you describe the community where you work?
- ☐ Very rural ☐ Urban
- ☐ Rural ☐ Very urban
- ☐ Somewhat urban
17. How many mental health professionals are there in your organization/school?
- ☐ 1-5 ☐ 21-50
- ☐ 6-10 ☐ 51-100
- ☐ 11-20 ☐ 100+
18. How are services financed in your organization/school? *(mark all that apply)*
- ☐ grants ☐ state
- ☐ fee for service ☐ federal
- ☐ insurance ☐ other (please describe)
19. Please indicate all age groups of children served at your organization/school *(mark all that apply)*
- ☐ not applicable ☐ 10-12 years of age
- ☐ 0-4 years of age ☐ 13-18 years of age
- ☐ 5-9 years of age
20. Please indicate the **largest** age group of children served at your organization/school. *(mark only one)*
- ☐ not applicable ☐ 10-12 years of age
- ☐ 0-4 years of age ☐ 13-18 years of age
- ☐ 5-9 years of age

Agency or organization support can make a difference in the quality and integrity of program delivery. For this reason we are asking you a few confidential questions about your organization and job satisfaction.

21. How supportive has your agency/school been in your efforts to deliver this program? *(mark one)*
- ☐ Not at all
- ☐ A little supportive
- ☐ Moderately supportive
- ☐ Supportive
- ☐ Extremely supportive
22. Has your organization/school offered any ongoing supervision or peer support for delivering the Incredible Years program?
- ☐ No ☐ Yes What did this involve?

23. What types of supervision do you currently receive? (*mark all that apply*)
- ☐ Not applicable; I do not work with families/children
 - ☐ I have no supervision and work independently
 - ☐ I have no supervision but use outside educational resources when needed
 - ☐ Computer email exchanges between my supervisor and me
 - ☐ Telephone calls with my supervisor
 - ☐ Direct meetings between my supervisor and me
 - ☐ Group meetings with several staff members and our supervisor
24. How satisfied are you with the **amount** of your current supervision? (*mark one*)
- ☐ Not at all satisfied ☐ Not very satisfied ☐ Neutral ☐ Somewhat satisfied ☐ Very satisfied
25. How satisfied are you with the **quality** of your current supervision? (*mark one*)
- ☐ Not at all satisfied ☐ Not very satisfied ☐ Neutral ☐ Somewhat satisfied ☐ Very satisfied
26. Which of the following best characterizes how decisions are made in your organization/school? (*mark all that apply*)
- ☐ One person generally makes decisions
 - ☐ A committee NOT REPRESENTING all employees from top to bottom makes decisions
 - ☐ A committee REPRESENTING all employees from top to bottom makes decisions
 - ☐ Each employee from top to bottom has input that influences decision-making
 - ☐ Each employee from top to bottom has decision-making authority
27. How much do you agree with Statement A compared to Statement B?

	Statement A We offer and adhere to <i>one</i> main mental health program for families	compared to	Statement B We offer and adhere to <i>many</i> diverse forms of mental health programs for families			
<u>Completely with A</u> ①	<u>Mostly with A</u> ②	<u>Somewhat more with A than with B</u> ③	<u>Equal amount with A and B</u> ④	<u>Somewhat more with B than with A</u> ⑤	<u>Mostly with B</u> ⑥	<u>Completely with B</u> ⑦

This next section asks about work in general (*mark one for each item below*)

- | | N/A | Not at all satisfied | Not very satisfied | Neutral | Somewhat satisfied | Very Satisfied |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------|--------------------|---------|--------------------|----------------|
| 28. How satisfied are you with the level of autonomy you have as a teacher/therapist working with families? | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. How satisfied are you with your organization's mental health services for children with behavior problems? | 0 | 1 | 2 | 3 | 4 | 5 |
| 30. How happy or satisfied are you with your current salary or pay? | 0 | 1 | 2 | 3 | 4 | 5 |
| 31. How satisfied are you with the level of autonomy you have in your job generally? | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. Overall, how happy or satisfied are you with your job? | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. What is your current level of stress directly related to your job? (<i>mark one</i>) | | | | | | |
| <input type="radio"/> Not stressed at all
<input type="radio"/> A little stressed
<input type="radio"/> Somewhat stressed
<input type="radio"/> Quite a bit stressed
<input type="radio"/> Extremely stressed | | | | | | |
| 34. What percent of staff turnover is there in your organization/school each year? (<i>mark one</i>) | | | | | | |
| <input type="radio"/> <2%
<input type="radio"/> <5%
<input type="radio"/> <10%
<input type="radio"/> <15%
<input type="radio"/> <20%
<input type="radio"/> <30%
<input type="radio"/> <40%
<input type="radio"/> Other % | | | | | | |
| 35. What percent of student/client turnover is there is your classroom/organization each year? | | | | | | |
| <input type="radio"/> <2%
<input type="radio"/> <5%
<input type="radio"/> <10%
<input type="radio"/> <15%
<input type="radio"/> <20%
<input type="radio"/> <30%
<input type="radio"/> <40%
<input type="radio"/> Other % | | | | | | |

Thank you for taking the time to fill out this questionnaire. We appreciate your dedication and commitment to parents and we hope to better serve your needs in the future.

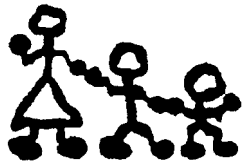
Weekly Session Checklists

These session checklists are to be completed after every group session. It is not unusual for group leaders to cover fewer of the vignettes or practices than they have planned for. This may occur due to group size or unfamiliarity with the content or the use of translators or other issues that may arise. *It is important to pace the participant's learning so there is time for practices, reflection, discussion, and problem-solving.* If you need to spread one session out over two sessions, you can make a photocopy of that session's checklist and fill one out for each session to show us you covered the topic over multiple dates.

Check your Leader's Manual for session agendas which accompany each session checklist (only session checklists need to be sent to us for Certification). When submitting the checklists, you may scan and send via e-mail or send to us through regular mail. If sending through mail, be sure to make photocopies in case items are damaged or lost.

NOTE: Each IY Program has a minimum number of sessions/lessons/workshops to be completed, which are outlined in your leader manual(s). Depending on the population you are serving, it may be necessary to implement more than the minimum number of sessions in order to pace the learning adequately.

See your leader's manual for more detailed guidelines and instructions.



LEADER CHECKLIST

Part One

Session #1

Topic: Promoting Language Development

Vignettes: 1–13, Teacher & Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

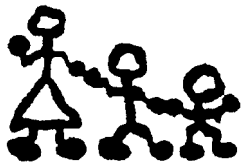
VIGNETTES COVERED: Child-directed Narrated Play:

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



LEADER CHECKLIST

Part Two

Session #2

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.

DID I

YES

NO

- | | | |
|----------------------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review practice activities, elicit reactions | _____ | _____ |
| 3. Discuss ABCs of behavior change | _____ | _____ |
| 4. Role Play/Practice: ABCs of behavior change and partial modeling with balloon | _____ | _____ |
| 5. Buzz: Target social behavior | _____ | _____ |
| 6. Role Play/Practice: dramatic play with three children/teacher | _____ | _____ |
| 7. Buzz: Group 3-4 teachers to work on behavior plan | _____ | _____ |
| 8. Role Play/Practice: cooperative play activity (playdough) | _____ | _____ |
| 9. Highlight key principles from discussion | _____ | _____ |
| 10. Explain this week's practice activity, set goals | _____ | _____ |
| 11. Evaluations | _____ | _____ |

Xerox:

Practice Activities for the Week

Behavior Plan Record Sheet: Peer Social Coaching

Spotlighting: Coaching children's social peer interactions, Facilitating children's social learning

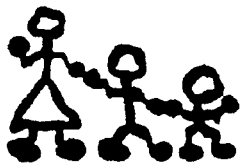
Brainstorm/Buzz: Social Coaching, Dramatic Play

Teacher-Child Social Coaching (Levels 1-3)

Self-Evaluation

"Gems" of Program—Reminder of things to pursue next session





LEADER CHECKLIST

Part Two

Session #3

Topic: *Promoting Social Interactions*

Vignettes: *12-23, Teacher Reflections*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro 12 13 14 15 16 17 18A 18B 18C 18D 19 20
21 22 23 Teacher 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 using ABCs, dramatic play, cooperative play practices)	_____	_____
3. Buzz: ways to promote helping behavior	_____	_____
4. Practice interactive reading skills (large & small group)	_____	_____
5. Buzz: picture scripts	_____	_____
6. Practice social coaching on playground	_____	_____
7. Buzz: Rewards for target children	_____	_____
8. Buzz: Planning for more structured practices	_____	_____
9. Highlight key principles from participants' discussion	_____	_____
10. Explain this week's practice activity & set goals	_____	_____
11. Evaluations	_____	_____

Xerox:

Practice Activities for the Week

Behavior Plan Record Sheet: Peer Social Coaching

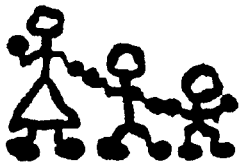
Spotlighting Handouts: Coaching children's social peer interactions, Using fun sensory physical routines to motivate social interactions, Sample picture play sequences, Sample reward cards, Sample picture sequences (animals)

Building Blocks for Reading with CARE with preschoolers

Tips for Using Puppets

Self-Evaluation

"Gems" of Program—Reminder of things to pursue next session



LEADER CHECKLIST

Part Three

Session #4

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

Weekly Evaluation Form

The Weekly Evaluation Form is photocopied and given to participants at the end of each session. End the group with enough time for participants to fill out the evaluation form and collect them before the session ends. These weekly evaluations help group leaders to know what aspects of the group sessions are more or less helpful to participants. When group leaders make their weekly calls to participants, they will discuss “not helpful” or “neutral” responses and ways they will work to make these methods more useful so they can achieve their goals.

These evaluations are to be collected from participants *each* week. For certification, we ask that you send all the weekly evaluations for two full groups. You may scan and e-mail the forms to us or send hard copies in the mail. If you send via mail, be sure to make copies of the set in case items are lost or damaged.



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 Satisfaction Questionnaire

The Final Satisfaction Questionnaire is photocopied and given to participants to complete either at the last session or the follow-up debrief interview. Participants should be given the option to complete this questionnaire anonymously and are not required to fill in their names. It is important to stress participant honesty on their responses.

For certification:

1. Send ALL the final satisfaction questionnaires for those completing the group.
2. There must be a minimum of 6 final satisfaction questionnaires

You may scan and e-mail the forms to us or send hard copies in the mail. If you send via mail, be sure to make copies of the set in case items are lost or damaged.



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
--------------------	-------	----------------	----------	-------------------	----------	------------------

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
------------------------	---------------	------------------------	---------	--------------------	-----------	--------------------

8. My overall feeling about achieving my goals is

very negative	negative	slightly negative	neutral	slightly positive	positive	very positive
---------------	----------	-------------------	---------	-------------------	----------	---------------

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
-------------------	---------	------------------	---------	-----------------	--------	------------------

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
--------------	------	------------------------------	---------	------------------------------	------	----------

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
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

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
--------------	------	------------------------------	---------	------------------------------	------	----------

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
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

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 unsupportive	unsupportive	somewhat unsupportive	neutral	somewhat supportive	supportive	very supportive
----------------------	--------------	--------------------------	---------	------------------------	------------	--------------------

2. Concerning other group members' interest in my situation, 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 participants in your group?

highly unlikely	unlikely	somewhat unlikely	neutral	somewhat likely	likely	very 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.

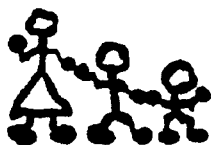
Peer and Self Evaluation

This form is used for both your Peer and Self Evaluations. Have your co-leader, Peer Coach, or another colleague fill out the Peer Evaluation for you after they have watched you lead a session.

For your Self Evaluation, fill the form out upon completing a session or after reviewing your video of a session. Reflect on your strengths and weaknesses for each of the different questions.

For Certification, we require one peer and one self evaluation from EACH of the two groups you are submitting, but of course you may do this more than just once per group, as it is a very useful way to share feedback with your coleader and plan your goals for future sessions.

This form may be sent to us via e-mail/Dropbox or send hard copies in the mail. If sending in the mail be sure to make photocopies of the originals in the event items are lost or damaged.



Incredible Years® Group Leader Peer and Self Evaluation Form

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Reviewing video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

Leader's Name _____

Please comment on the group leader's session(s) based on the following criteria:

<i>I. Leader Group Process Skills</i>	<i>Comments</i>
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces participants' ideas and fosters participants' self-learning	
Encourages participants to problem-solve when possible	
Fosters idea that participant will learn from each others' experiences	
Helps participants learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each teacher's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount	

II. Leader Leadership Skills	Comments
Establishes round rules for group	
Started and ended meeting on time	
Explained agenda for session	
Emphasizes the importance of homework and practice	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages teachers to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. Leader Relationship Building Skills	Comments
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports participants' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies participants' negative attributions	
Strategically confronts, challenges and teaches participants when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for participants	

IV. Leader Knowledge	Comments
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates participants' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. Leader Methods	Comments
Uses video examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. Participants' Responses	Comments
Participants appear comfortable and involved in session	
Participants complete homework, ask questions and are active participants	
Participants complete positive evaluations of sessions	

Summary Comments:

.....

Check:

Name of Evaluator _____

_____ Leader (Self-Evaluation)

_____ Co-Leader

_____ Peer Coach

_____ Mentor/Trainer

Date: _____

Group Leader Collaborative Process Checklist

This form is also used along with your Peer and Self Evaluation form. When you are watching the video of your session go through this checklist to identify your strengths, gaps, and goals for future sessions.

When you send a video for mentor/trainer review, please include the completed form for the session.

If you are reviewing your video with a peer coach in your agency, use this checklist to keep track of what you discuss.



Helping Preschool Children with Autism Program 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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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	2	3	4	5
Never	Rarely	Sometimes	Frequently	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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
Very Frequently

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

1
Never

2
Rarely

3
Sometimes

4
Frequently

5
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
Never

2
Rarely

3
Sometimes

4
Frequently

5
Very Frequently

Additional Comments:

Extras

This section includes some additional planning aids you can use. These forms are not required to be sent in with your certification application, but are meant to be helpful resources for your short and long term planning purposes!



Tips for Preparing Your Video for Review Helping Preschool Children with Autism Program

Accreditation/Certification

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

When to send in your video for review

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Process Checklist and the Peer and Self-Evaluation forms. By reviewing these video recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video recording of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

How many session recordings will I need to send for review?

Send one group session (2 hours) at a time. Then use the recommendations from your review to make changes in your group leadership methods or processes and submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more videos prior to accreditation.

Camera Set Up

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.



Working with a co-leader and essential components for accreditation

You may send a video showing how you and your coleader working together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the session leadership assessment. However, the person whose video is being reviewed should show their group leadership skills specifically in regard to the following methods:

- mediating program vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review classroom suggested activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- promoting teacher self-reflection on their management approaches & goal setting
- instigating buzzes
- small group breakouts for behavior plans
- strategies for including parents in partnership with teachers
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

Can my co-leader and I use the same session for accreditation?

We need to see each applicant demonstrating all of the skills listed above. Usually we ask for one complete session from each leader applying for accreditation. In this video, the leader applying for accreditation should be the content leader for the entire session, with the co-leader in the process role. This provides us with the best continuity for the review process. We realize that in clinical practice, group leaders usually switch content and process roles half-way through, so this is an exception to that practice. Occasionally it is possible to see both leaders doing all of the above group leader strategies in one session, and then it may be possible to use one DVD to review both candidates. However, this is rare. If you intend to use one session for two leaders or have other special review requests, please call or email us in advance. We will work with you, if possible, but you will save yourself time by checking with us ahead of time!

Number of Sessions

The Helping Preschool Children with Autism Program is delivered in 4-6 sessions. To qualify towards certification the 4 core, weekly 2-hour sessions must be completed.

Number of Teachers in Group

To qualify towards certification, teacher workshops must not have fewer than 6 participants.



Number of Vignettes Shown in a Session

In general leaders are expected to show 6-10 vignettes per session. These vignettes are chosen carefully to reflect the needs and ethnicity of the population being addressed. The person reviewing the DVD takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a DVD. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches. In general, 30 minutes is scheduled for homework discussion, 60 minutes for vignette reviews, 20 minutes for practices, and 10 minutes for wrap up summary, self-monitoring and evaluations.

How can I use a certified Incredible Years coach or mentor to assist me in achieving certification as a group leader?

If your agency has a certified IY coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing recorded sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, which vignettes you will lead and who will identify principles or give out rewards.

What do I need to send in along with my video recording for review?

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered and the nature of the population served, and your own self-evaluation of the session using the Group Leader Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the recording is you – hair color, what you're wearing. Please write your name and the session number on your video and/or notes accompanying the video.

Enhancing your video submission

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also, you may indicate sections of the video recording that you have questions about or any particulars you would like feedback on.



Once your video has been passed off, you may then submit your application paperwork with the remaining required items:

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants (2 sets)
- session protocols/workshop checklists indicating vignettes shown (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!


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All Incredible Years® programs and materials are copyright protected. Additionally “The Incredible Years®” Brand is trademark protected.

Because our materials are sold in such a way that some items may be photocopied and others may not, please review the following information to ensure proper use of materials. Please contact The Incredible Years® office with your questions - we are here to help!

Some General Guidelines:

- If your agency plans to implement an Incredible Years® Program, they must purchase the program set from The Incredible Years® office. A program set includes all the main components to run your groups. A leader’s manual, DVD set with vignettes to show, and other “extra” items are included.
- In the leader’s manual, you MAY photocopy the handouts and different evaluation forms for parents to use and fill out. You may keep the master copies in your leader’s manual so that you can reuse them for each group.
- You may not make any alterations to these handouts, evaluations, or any of the other forms in the leader’s manual. This includes removing copyright information, recreating materials without permission from The Incredible Years® and/or translating any of the materials without permission.
- You may not photocopy the entire leader’s manual to create new manuals. If you need additional manuals, they can be purchased from The Incredible Years® office.
- You may access select materials from our website, in the “Group Leader Resources” section.
- The DVD set that comes with each program is copyright protected. Burning the dvd discs or making “back up” copies is not allowed. If a disc is lost or broken, replacements can be purchased from The Incredible Years® at a low cost. Full sets of the DVD are typically not sold separately from the full program set - if you require multiple DVD sets, we suggest purchasing multiple sets of the program, which qualifies you for discounting.
- Please refer to our website Terms and Conditions, here: <http://incredibleyears.com/policy/>
- If you or your agency would like to use any portion of The Incredible Years® Brand (i.e., logo for flyers, any information about your Incredible Years classes that will be posted on your website, etc.), contact The Incredible Years® office for information on our brand agreement.



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incredibleyears@incredibleyears.com
Phone: (206)-285-7565
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*This is intended to be a helpful guide – for full regulations see Brand License Agreement

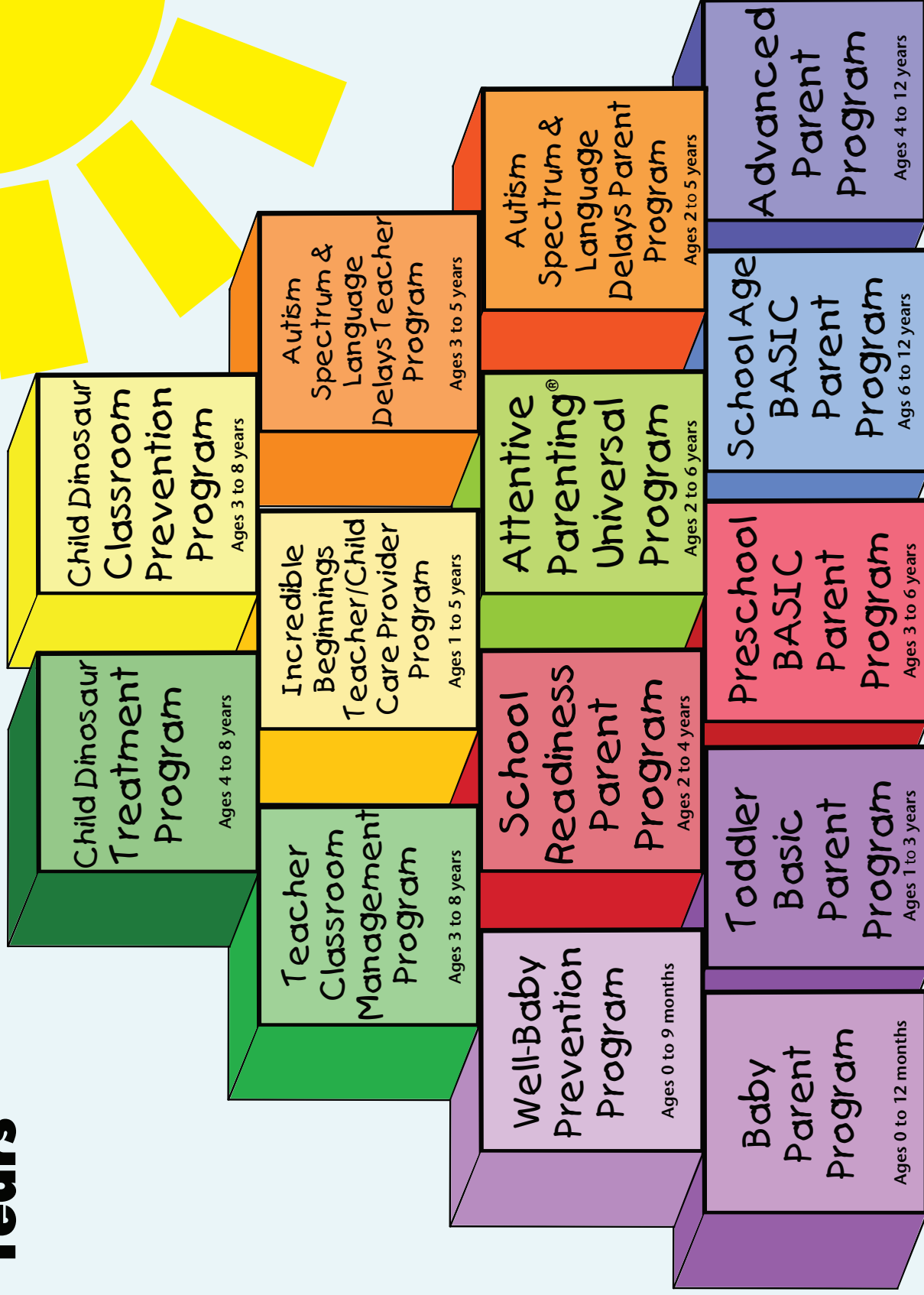
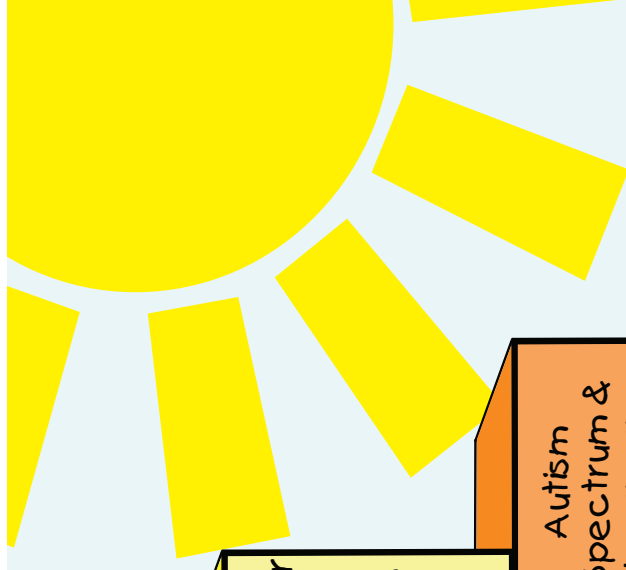
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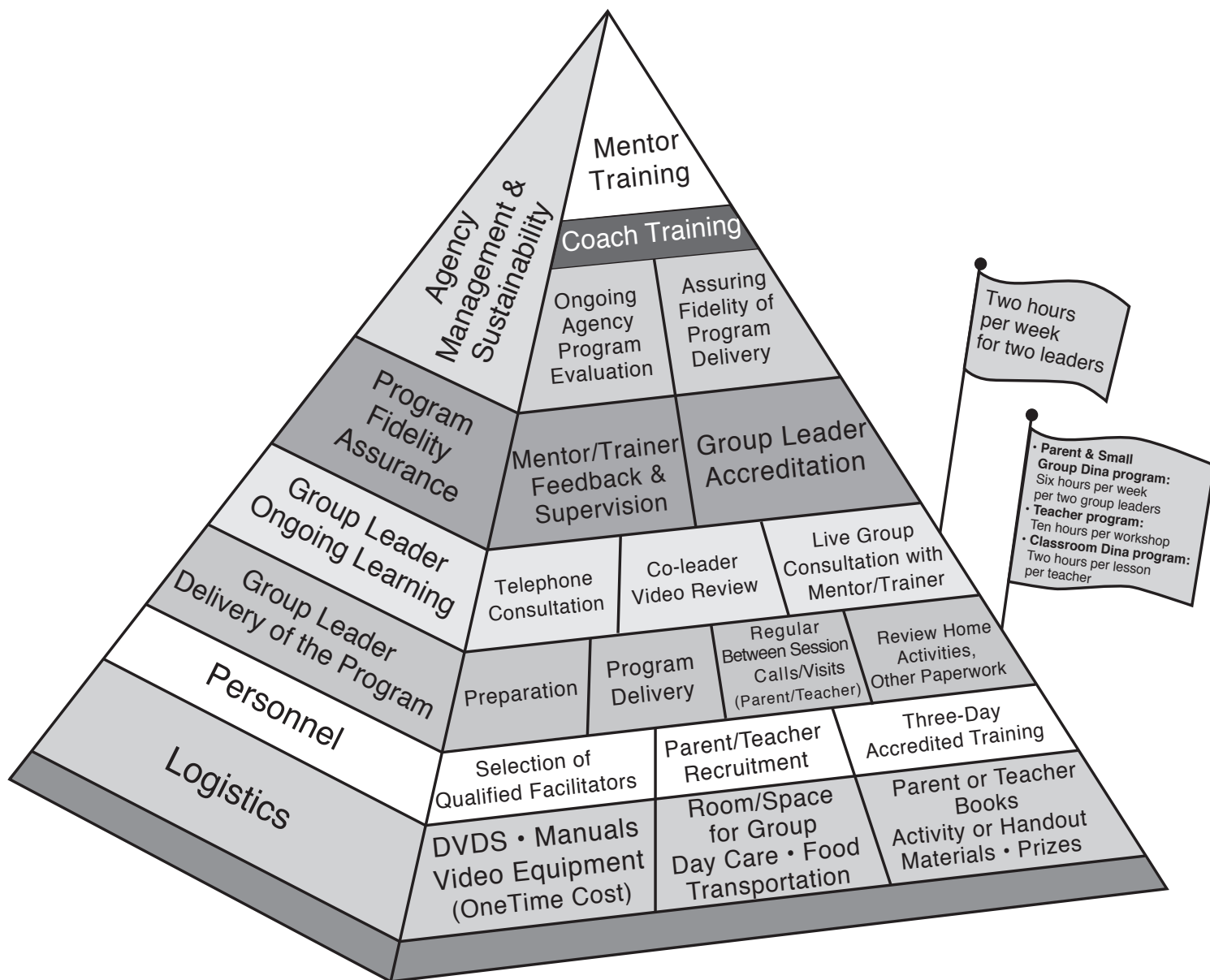
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IY Implementation Pyramid: Assuring Fidelity of Program Delivery



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.



How I am Incredible!



My support people:

My Language Level (*e.g., no spoken language, visual language, 1-2 words, echolalic, good language*):

My Play Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but inappropriate*):

My Sensory Likes (*e.g., trucks, swinging, music, water play, bananas*):

My Sensory Dislikes (*e.g., loud noises, certain smells*):

My Parent's Goals for Me: (*e.g., make a friend, more words, follow directions*):

Assessing Children's Play and Language Levels

Level One



Name of Child: _____

Age of Child: _____

Family Context

(e.g., partnered or single; level of support; siblings; depressed mom)

Language Level

(e.g., screams, grunts, no signing, no babbling)

Play Level

(e.g., grabs toys, not interested in other children)

Sensory Likes

(auditory, visual, tactile, smell, taste/oral, proprioception)

Sensory Dislikes

(e.g., upset with loud noise, loves running and being thrown)

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

(e.g., short phrases, 3-4 words, lots of sounds, delayed echoes, gestures)

Play Level

(e.g., simple pretend play, aggressive with peers)

Sensory Interests

(e.g., upset with loud noise, loves running and being thrown)

Behavior Problems

(e.g., escapes to avoid demands, easily overstimulated)

Positive Opposite Behaviors

Goals for Parents

Goals for Child



BRAINSTORM/BUZZ

Sensory Likes

Write down your child's sensory likes in each of the sensory categories listed below.

Child's Name: _____



Auditory

Visual

Tactile

Smell

Taste/oral (chewing/sucking)

**Proprioception (body space/balance/
need for movement/stillness)**



BRAINSTORM/BUZZ *Sensory Dislikes*

Write down your child's sensory dislikes in each of the sensory categories listed below.

Child's Name: _____



Auditory

Visual

Tactile

Smell

Taste/oral (chewing/sucking)

**Proprioception (body space/balance/
need for movement/stillness)**

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: _____

<i>Session 1: Promoting Language Development</i>	<i>Goals I met:</i>
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	

<i>Session 2: Promoting Social Interactions</i>	<i>Goals I met:</i>
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	

<i>Session 3: Promoting Social Interactions</i>	<i>Goals I met:</i>
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	

<i>Session 4: Promoting Emotion Learning and Self-Regulation</i>	<i>Goals I met:</i>
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)	



Incredible Years® Teacher Strategies Questionnaire for Children with Autism (2-5 years)

Teacher/Childcare Provider (name): _____

Promoting Social, Emotional, Language and Academic Development in Children with Autism

In this section we would like to get your idea of how confident you are in using the following strategies.

	Very Unconfident	Somewhat Unconfident	Neutral	Confident	Very Confident
1. Supporting language development for students with autism?					
2. Simplifying and tailoring your language according to each student's individual language development?					
3. Identifying the specific ABCs: antecedents (A) that will motivate and prompt an individual child's learning of specific target behaviors or words (B) and rewarding its occurrence with positive consequences (C).					
4. Being able to get in your students' attention spotlight to engage him or her in social and emotional learning opportunities?					
5. Being able to ignore and redirect unwanted behaviors, giving your attention back when the student behaves in the targeted way?					
6. Helping students with autism regulate their emotions?					
7. Using puppets and pretend play to teach your students social and emotional skills and to enhance communication?					
8. Using students' sensory likes and dislikes such as auditory, tactile, visual, smell, taste/oral, proprioception (body space/balance/need for movement or stillness) to enhance learning opportunities?					
9. Adapting instruction and materials through using children's most effective learning mode (visual, auditory, motoric, sensory/tactile)?					
10. Managing challenging behavior of children with autism and following through with behavior plans?					
11. Working with parents of students with autism in your classroom or early childhood center?					
12. Setting up structured opportunities to help students with autism practice and develop specific social skills?					
13. Developing and using visual supports, choice boards and sequenced pictures to enhance the student's learning of social, emotional and language development?					

A. Specific Teaching Techniques to Enhance Language Development	Rarely/Never	Sometimes	Half the Time	Often	Very Often
In this section we'd like to get your idea of how often you use the following strategies to promote your students' language learning.					
1. Participate in student-directed, narrated play to increase interactive involvement and joint attention.					
2. Use enthusiastic voice tone, songs, imitation, modeling, simple language, repetition and commenting using the "one up rule" to increase the students' verbal communications.					
3. Use descriptive academic coaching language to promote language skills (e.g., colors, shapes, positions, names of objects)					
4. Use visual prompts, gestures, preferred objects, books, and sensory likes, to strengthen language communication and joint interaction.					
5. Use verbal prompts, partial prompts, and pauses to wait for the student to look, gesture or respond verbally before continuing.					
6. Use puppets to model and engage children in social communication.					

B. Specific Teaching Techniques to Enhance Social Development	Rarely/Never	Sometimes	Half the Time	Often	Very Often
In this section we'd like to get your idea of how often you use the following strategies to promote your students' social learning.					
1. Use social coaching to model, prompt practice, label, and praise social behaviors such as sharing, waiting, eye contact, helping, listening, asking, and initiating an interaction.					
2. Use puppets to model, prompt, label, and practice social behaviors.					
3. Praise and reward children for using appropriate social friendship skills.					
4. Individualize and identify specific social behavior goals to be taught for each child according to his/her play stage.					
5. Use books, games, and visual pictures to prompt, signal, and practice targeted social behaviors.					
6. Use prosocial peer models to increase child's focus on appropriate social behavior.					
7. Use normal social routines such as circle time, snack time, beginning and end of day rituals to promote and practice targeted social behaviors					

C. Specific Teaching Techniques to Enhance Emotional Development and Self-regulation	Rarely/Never	Sometimes	Half the Time	Often	Very Often
In this section we'd like to get your idea of how often you use the following strategies to promote your students' emotional development.					
1. Use emotion coaching to model, prompt, and label emotion language.					
2. Use persistence coaching language to encourage a child's continuous effort to do a task. (e.g., "that's hard, but you keep trying!")					
3. Use pictures and photographs that portray people in various feeling states to teach emotion vocabulary and prompt children to use these visuals to express their emotions.					
4. Help students understand how others feel through modeling, acknowledgement, mirroring back, labeling feelings, voice tone, and intentional communication.					
5. Recognize early cues of emotional dysregulation and prompt student's use of calm down strategies.					
6. Focus more teacher attention on positive emotions than on negative emotions.					
7. When coaching negative emotions, also coach appropriate coping strategies (e.g, you are feeling mad, but you are taking three deep breaths to calm your body down).					

continued on next page

C. Specific Teaching Techniques to Enhance Emotional Development and Self-regulation *(continued)*

In this section we'd like to get your idea of how often you use the following strategies to promote your students' emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
8. Use story books to teach emotion words and promote empathy and guided practice.					
9. Use puppets that share their feelings to prompt student's emotional language, social responses and empathy for others.					
10. Use visual self-regulation cards such as calm down thermometer, breathing, or turtle picture.					

D. Strategies for Promoting Parent Involvement

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Use a system for regular communication with parents (face-to-face communication, texts, notes home, telephone hours, bulletin board, newsletters).					
2. Focus on giving positive feedback to parents about their child's achievements and progress, however small.					
3. Ask parents how they want to be involved.					
4. Ask parents to tell you about their child and his or her sensory likes and dislikes.					
5. Set up opportunities for parents to observe in the classroom and participate in classroom activities.					
6. Teach parents how to do academic, social, persistence, and emotional coaching at home to reinforce their child's learning in the classroom or early childhood center.					
7. Involve parents as a source for ideas, materials, and support for early childhood center activities.					
8. Share with parents your awareness of their child's sensory likes and dislikes and how these can be used to help motivate their child's learning.					
9. Teach parents the ABC of behavior change.					
10. Collaborate with parents on a home-school behavior plan and share goals for student.					
11. Make home visits.					
12. Make parents aware of local opportunities to attend parent groups specifically for parents of children with autism.					

E. Planning and Support

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Review my progress in achieving goals for individual student behavior plans.					
2. Collaborate with other teachers for solutions and support.					
3. Read the <i>Incredible Years Teacher Book</i> and <i>Parent book</i> .					
4. Manage my stress level utilizing positive cognitive strategies and gaining support when needed.					

