

Helping Preschool Children with Autism Program Training Workshop

(3 days/21 hours)

Date of training_____

Location_____

Trainer or Mentor_____

Billing Information for per participant fee

Organization/Agency Name_____

Contact Name_____

Street Address_____

City_____ State/Province_____

Post Code_____ Country_____

Contact phone number_____

Contact email address_____

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

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

HELPING PRESCHOOL CHILDREN WITH AUTISM TRAINING WORKSHOP CHECKLIST (2-5 YEARS)

(3 days/21 hours) 03-24-22



• • • • • CHECKLIST • • • • •

- Therapists/group leaders should have the book, *Helping Preschool Children with Autism: Parents & Teachers as Partners* (one per group leader)
- Arrange room set up: chairs in semi circle (no tables), DVD Player, agenda written on flip chart, have 2 small classroom tables available for practices
- Snacks: table set up with coffee, tea, and am/pm snacks
- List of participants with space to sign in each day (*very important!*)
- Name tags with group stickers attached for small groups
- Handouts prepared in binders (check on web site have most recent version)
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day



• • • • • ITEMS NEEDED • • • • •

- Toys, blocks, Legos, small cars, simple and complex puzzles, coloring markers and paper, balloons, bubbles, children's books: various developmental levels (toddler to preschool)
- Puppets (turtle, Wally puppet if possible) and small doll figures, baby doll with blanket, bottle
- Dish with spoon and cheerios; sippy cup; blanket
- Calm Down Thermometer
- Visual Prompts: song choice cards, child activity choice board and sample child picture notebook, visual timer, feelings faces and self-regulation pictures (on key rings)
- Chocolate/candies – small prizes (magnets, stickers)



• • • • • **DVDS NEEDED** • • • • •

- Helping Preschool Children with Autism Program DVDs



• • • • • **HANDOUTS** • • • • •

- Sample Session Agenda Outlines and Checklists
- Sample Spotighting and Activities Handouts
- Self-Monitoring Checklist
- Program Content and Objectives
- Child Communication Checklist
- How I Am Incredible!* Handout
- Assessment Template: *Assessing Children's Play and Language Levels*



WORKSHOP DAY 1

HELPING PRESCHOOL CHILDREN WITH AUTISM TRAINING WORKSHOP CHECKLIST (2-5 YEARS)

(3 days/21 hours) 03-24-22

I. Welcome & Introductions

- ___ Introductions of participants, background experience with children with ASD
- ___ Participant goals for workshop
- ___ Review agenda for workshop days

II. Overview

- ___ **Explain** purpose of the Helping Preschool Children with Autism Program and who program is targeted for. (*Complete program can be offered to parents who have completed the parent autism program or teachers of children ages 2-5 years.*)
- ___ **Overview** of topics in Helping Preschool Children with Autism Program (*see manual objectives*) (let teachers know about the Incredible Beginnings Program for children 1-5 years)
- ___ **Discuss** how the Helping Preschool Children with Autism Program is different from the TCM program and/or Parent Autism program
- ___ **Review** how the Helping Preschool Children with Autism Program adds to the IY Parent and TCM Programs.
- ___ **Review** workshop session structure (schedule for 3 hour workshop)
- ___ **Goals for Program** and Pyramid related to children with ASD
- ___ **Model showing Introductory Narration** (pause narration to clarify word definitions, to tie concepts to participant goals)
- ___ **Break into small Buzz groups:** i) how you mediated introductory narration; Afterwards debrief key principles for mediating introductory narrations.
- ___ **Buzz/Brainstorm** characteristics of children on the Autism Spectrum
- ___ **Buzz/Brainstorm** in small groups thoughts or feelings of teachers and experiences with children with ASD and implications for setting the climate of the workshop.
- ___ **Review** principles underlying IY Autism Parent/Teacher Program (refer to Autism Program Process Checklist)
- ___ **Explain** to participants that they will be “teachers” or “children” and trainer will be “group leader” at times to model the process of leading IY groups. Talk about how you will signal whether you are “in role” or “out of role”.
- ___ **Discuss ground rules:** Model/review setting up group ground rules. Debrief process afterwards.
- ___ **Goal Setting:** Pair up participants with buddy to complete communication checklist on a child with ASD they know. Afterwards share in large group and categorize target students’ communication stage and play stage (no

play, unconventional, functional, pretend, rules based) into 3-4 sample child typologies/ developmental levels 1-4.

- _____ **How I am incredible! Form:** Explain how this form is used to have teachers develop their description of their target child for their behavior plan and to develop their goals.
- _____ **Discuss** in 3-4 small groups the language and play section of assessment handout & How I Am Incredible handout to develop 3-4 typologies which will be used for tailoring role plays and goals for specific skills. (see Assessment handout)
- _____ **Review** how goals are related to pyramid
- _____ **Show teacher interview**

III. Program 1: Promoting Language Development (Part 1)

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

- _____ **Benefits/Barriers Exercise:** "What are the benefits to a teacher/parent playing with a child in a child-directed way?" Afterwards discuss the barriers to play with these children. Debrief the value of this exercise for understanding teachers and formulating questions for discussion with the video vignettes.
- _____ **Introduce topic and show introductory narration** if not shown earlier or model showing **Vignette 1**

TRAINER IN ROLE AS GROUP LEADER MODEL MEDIATING VIGNETTE 3

- _____ ***Vignette 3: Descriptive Commenting & Visual Prompts** (*squeezing play dough*) (model mediating vignette)
 - _____ **Buzz:** Ways teacher uses visual prompts, gestures & encouraging words (see handouts)
- OR, if you have the Autism Program Experts in Action DVDs do instead of Vignette 3 above
- _____ ***DVD 3A Experts in Action:** Vignette 3 Descriptive Commenting & Visual Prompts (squeeze). Carolyn demonstrates how to mediate vignette 3 with a group.
 - _____ **Buzz:** how Carolyn mediated vignette, type of questions asked, and explore what children are learning about child-directed play
 - _____ ***Practice:** Choose one teacher to be child with some verbal communication, and repetitive play and one person to be teacher. Teacher will demonstrate how to use the skills drawn out from Vignette 3 to get into the child's attention spotlight. (use a small table with play dough and items to use with play dough) Replay the scenario with child who has no communication and rarely looks at teacher and teacher uses visual card with the playdough picture on it.

PAUSE to reflect on leadership skills modeled to lead Vignette 3 as well as to set up the practice experience.

- _____ ***DVD 3B Experts in Action: Setting up teacher practice:** Show Carolyn setting up practice & then debrief how to set up practice, essential principles and how you would replay the scenario for child with more language.
- _____ **DVD P5 Experts in Action:** Demetrius puppet (Carolyn uses Wally puppet and teachers practice on puppet with no language)

_____ ***DVD Vig 6: Role Play** (mediate this practice and principles of setting up practices)

Note: Show one or two of the Experts in Action DVDs above and pause to discuss strategies used and the rationale.

IN ROLE AS GROUP LEADER

_____ **Vignette 5: Avoid Question Asking with Nonverbal Children** (*bagel*)
(model setting up practice with and without an object).

_____ ***Vignette 6: Encouraging Joint Play Sharing** (*Hudson and Payton*) (*model mediating vignette and discussion of intentional communication*)

_____ ***Practice:** Choose person to be teacher and two people to be children with little communication and in parallel play. Using blocks set up practice for teacher to use intentional communication to encourage joint play between the 2 children.

DEBRIEF & SUMMARIZE LEADERSHIP SKILLS MODELED FOR MEDIATING VIGNETTES AND FACILITATING TEACHER DISCUSSIONS.

REVIEW HOMEWORK ASSIGNMENTS AND READING IN AUTISM BOOK - FIRST 3 CHAPTERS.

WORKSHOP DAY 2

Continuation of Part 1: Promoting Language Development with Focus on using Visuals & ABC Start of Part 2: Promoting Social Interactions

I. Mediating Vignettes and Setting Up Practices

- _____ **Vignette 7: Encouraging Asking for Help** (*Amelia*) (find principle) (talk about how this would vary for child level 1-4)
- _____ ***Vignette 10: Teacher-directed Practices ~ asking and sharing** (*snack time Hudson*) Small groups discuss principles learned from vignette & types of questions asked.
- _____ **Review ABCs of learning** (*set up practice*) Review ABC principle & how varies for child level 1-4.
- _____ **Practice:** Choose 2 people to be children and one to be teacher. Set up small table with bowls, cups, crackers, fruit slices and water. Teacher prompts child (Hudson) to ask for what he wants and then the same for other child. Continue with asking for water.
- _____ **Vignette 11: Using Snack Cards to Promote Social Communication** (*Amelia favorite toy*) (*could set up practice if time*)
- _____ ***Vignette 12: Snack Cards to Promote Social Communication** (*Hudson*) *Debrief principles, questions & set up of practice*
- _____ **Practice:** Break out into groups of 3-4 children and teacher and practice using the snack cards with children who have some language. Replay the scene with children with less language ~ reduce number of picture cards used and use objects to help teach what the cards mean. Review the ABC of these interactions. Use flip chart points learned from discussion of Vignettes 11 and 12.
- _____ ***Vignette 13: Snack Menus to Enhance Language** (*toddlers at table*) (*show this one if teachers have very young children ask teachers to reflect on questions they would ask during this vignette*)
- _____ **Experts in Action DVD 2D:** Practice using pictures cards with teachers (*Debrief set up this practice and how to tailor to children's language level*)
- _____ ***Show Teacher Reflections Vignette**
- _____ **Summarize** types of questions buzzes & role plays (write examples on flip chart)

Part 2: Promoting Social Interactions (session 2 & 3)

II. Model Beginning New Session & Review of Prior Session Activities

- _____ Review of coached play sessions/ celebrating successes
- _____ Review of ways to overcome barriers to classroom activities

- _____ Rewarding, Supporting and Motivating Teachers
- _____ Content & Objectives Part 2: Promoting Social Interaction
- _____ **Benefits/Barriers** to Promoting Social Interactions
- _____ **Show Introductory Narration**

Vignettes 3-8: Using Dramatic Play to Prompt Verbal Social Interactions and Joint Play (*Ask teachers to set up buzz and use buzz handout and talk about behavior plan*)

_____ ***Vignette 3**

_____ **Vignette 4**

_____ **Vignette 5**

_____ ***Vignette 6**

_____ **Vignette 7**

_____ **Vignette 8**

_____ **Buzz:** Ask teachers to buzz on how they can set up drama play in classroom, who they would select for drama play and goals for target child for promoting joint play. (see handout on drama play for assignment) If time do practice.

Vignettes 9-11: Coaching Listening, Asking, Sharing (*playdough at table*) (*set up practice*)

_____ ***Vignette 9**

_____ **Vignette 10**

_____ **Vignette 11**

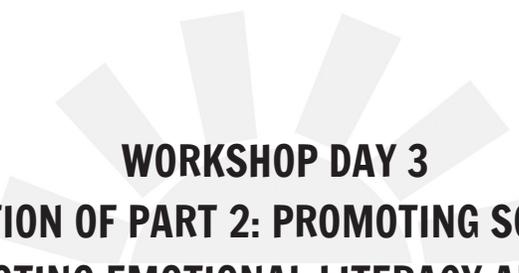
_____ **Buzz:** social skills visual cards

_____ **Practice:** Break up groups into 2-3 groups and have them work on how they would set up a practice to help children learn how to initiate interactions, listen and share. (this can be bristle blocks, Legos or play dough) Practice with more social children and the with children who are less social. Practice using some of the social cue cards for sharing and taking turns.

Note: Refer during session to talk about how the principles they have learned would be incorporated into their behavior plans.

III. Model Closing of Session (if not done earlier)

- _____ Review summary, home activities, chapter to read from Autism book, spotlighting tips, self-monitoring chart
- _____ EVALUATIONS



WORKSHOP DAY 3

CONTINUATION OF PART 2: PROMOTING SOCIAL SKILLS AND PART 3: PROMOTING EMOTIONAL LITERACY AND SELF-REGULATION

_____ **Review Homework** classroom assignments and successes with using visuals or using social coaching

Vignettes 14 & 15: Using Play Scripts to Promote Joint Play (*Hudson and Payton with blocks - sequenced picture scripts*) (*show handout and set up practice*)

_____ ***Vignette 14**

_____ **Vignette 15**

_____ ***Vignette 16: Play scripts** (*Hudson snowman*)

_____ **Practice:** With 2 teachers as children and one teacher practice using sequenced picture scripts or cards and coaching dyadic play to promote joint play.

_____ **Vignette 17: Encouraging Social Interactions with Picture Scripts** (*Peyton and Hudson snowman*) (*physical modeling*)

Vignettes 18A - 18D: Social Coaching on the Playground (look at how teacher uses modeling, prompting, uses visuals, sensory routines on playground) (*Buzz sequence and set up practice*)

_____ ***Vignette 18A**

_____ ***Vignette 18B**

_____ **Vignette 18C**

_____ **Vignette 18D**

_____ **Practice:** With one child on playground practice how teacher will help child initiate an interaction using visual cards.

Vignettes 19 & 20: Teacher-Directed Play Scripts (*taking care of baby*) (*see reward cards and handout*) (*Plan practice with baby bed, baby etc.*)

_____ **Vignette 19**

_____ ***Vignette 20**

_____ **Practice with sequenced visuals:** With 2 teachers as children and one or two teachers replay scenario with baby, blanket, bottle using reward stickers and setting up motivator for completing this activity.

_____ **Discuss benefits of using puppets/characters** for teaching social skills

- _____ ***Show Teacher Reflections Vignette Hudson (first 3 min)** (followed by Teacher Reflections Amelia)
- _____ **Vignette 23: Practice Exercise Fishing**
- _____ *Buzz cooperative games to practice joint play*

IV. Promoting Emotional Literacy and Self-Reflection (session 4)

- _____ **Show introductory narration**
- _____ **Benefits/Barriers:** Emotion words targeted for children with ASD
- _____ **Vignette 3: Reading to Build Emotional Literacy** (*monkeys*)
- _____ *Buzz ways they teach emotional language*
- _____ **Vignette 5: Helping Children Stay Regulated When Disappointed** (*changed schedule*)
- _____ *Ask theachers to set up Buzz*
- _____ ***Vignette 7: Using Puppets in Pretend Play** (*Tiny scared*)
- _____ *Set up practice with turtle puppets*
- _____ ***Vignette 8: Tiny Turtle Helps Model Calm Down Skills** (*Amelia at home*)
- _____ *Set up practice using puppets: deep breathing, happy place, relaxing – see handout for self-regulation card & use turtle puppets)*
- _____ **Vignettes 10A-10C: Use the Calm Down Thermometer to Help Tiny** (*Hudson at school*)
- _____ ***Vignette 10A**
- _____ **Vignette 10B**
- _____ **Vignette 10C**
- _____ **Practice:** Set up practice with calm down thermometer. Do this with child with some language and repeat with child with no language using feeling pictures.
- _____ ***Vignette 14: Ignore First and then use Calm Down Strategy**
- _____ *Buzz how to incorporate calm down strategies into classroom; practice planned ignore*
- _____ *** Show Teacher Reflections: Emotion Coaching**

V. Summarize Learning & Plans Going Forward

VI. Certification of group leaders

- _____ Process of group leader certification
- _____ Refer all participants to the web site: www.incredibleyears.com

VII. Closure, Certificates and Evaluations

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

Location: _____

Trainer or mentor: _____

Comments:

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