

# **Mentor Preparation for Autism Parent/Teacher Workshop**

**(2 days/14 hours) 04-21-18**

**Workshop is for those already trained in IY TCM or Basic Parent or Autism Parent program. It may be offered as a supplement to the IY TCM program.**

## **Checklist**

- Therapists/Group Leaders should have the book, *Incredible Toddlers* (one per group leader)
- Arrange room set up—chairs in semi circle, DVD-TV, agenda written on flip chart, have 2 small classroom tables available for practices
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register  
\*\*\* (very important) **Check in each day!**
- Clock hours forms for participants/credit hours
- Name tags with group stickers attached for small groups
- Handouts prepared in binders (check on web site most recent version)
- Agendas completed for each workshop day (in binder)
- Evaluation forms photocopied on different colors for each day

## **Items Needed**

- Need:**
- Toys, blocks, Legos, small cars, simple and more complex puzzles, coloring markers and paper, balloons, bubbles, children's books: various developmental levels (toddler to preschool)
  - Puppets (turtle, Wally puppets if possible, small doll figures, baby doll with blanket, bottle, hand puppets)
  - Dish with spoon and cheerios; sippy cup; blanket
  - Calm Down thermometer & poster of spotlight concepts
  - Visual Prompts: Song choice cards, adult command ring, child activity choice board and sample picture notebook, visual timer, self-regulation card ring
  
  - Autism DVDs

## **Handouts**

- Sample session outline and checklist and handouts
- Self-monitoring checklist
- Objectives
- Communication checklist
- Assessment Template



# Checklist

## Autism Partnership Parent/Teacher Workshop

### Day 1

(3 days/21 hours)  
4-21-2018

Workshop is for those already trained in IY TCM or Basic Parent or Parent program for children with ASD. It may be offered as a supplement to the IY TCM program for teachers or as added sessions for parents who have participated in the IY Parent Program for children with ASD.

#### I. Welcome and Introductions

- \_\_\_\_\_ Introductions, background experience with children with ASD and participant goals
- \_\_\_\_\_ Review agenda

#### II. Overview

- \_\_\_\_\_ **Explain** purpose of Autism Parenting Program and who program is targeted for. *(Complete program can be offered to parents who have completed the parent autism program or teachers.)*
- \_\_\_\_\_ **Overview** program objectives and format (let teachers know about the Incredible Beginnings Program)
- \_\_\_\_\_ **Discuss** how Partnership Teacher/Parent program is different from TCM program and/or Parent Autism program;
- \_\_\_\_\_ **Review** how Partnership Parent/Teacher adds to the IY Parent and TCM Programs. Show introductory narration.
- \_\_\_\_\_ **Buzz/Brainstorm** characteristics of children on the Autism Spectrum and how the child plays. Show the slide on autism signals.
- \_\_\_\_\_ **Buzz/Brainstorm** issues for parents/teachers working with these children
- \_\_\_\_\_ **Review** principles underlying IY Parent/Teacher Program (*see autism supplementary process checklist*)
- \_\_\_\_\_ **Explain** to participants that they will be “teachers” or “parents” 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”.
- \_\_\_\_\_ **Ground rules.** Model/review setting up group ground rules. Debrief 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 children’s communication stage and play stage (no play, unconventional,

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

- \_\_\_\_\_ Discuss in 3-4 groups the language and play section of assessment handout to develop 3-4 typologies which will be used for tailoring role plays and specific parent skills. (see Assessment handout)

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

#### **\_\_\_\_\_ Show teacher goals vignette**

- \_\_\_\_\_ Brainstorm/Buzz: “What are the benefits to a teacher/parent playing with a child?” Afterwards discuss the barriers to play with these children.

- \_\_\_\_\_ Introduce topic and show introductory narration if not shown earlier

#### **IN ROLE AS GROUP LEADER MODEL MEDIATING VIGNETTE 3**

- \_\_\_\_\_ **\*Vignette 3: Descriptive Commenting & Visual Prompts (*squeeze play dough*)**  
(*model mediating vignette*)

- \_\_\_\_\_ **Buzz:** Ways teacher uses visual prompts, gestures & encouraging words (see handouts)

- \_\_\_\_\_ **\*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.

#### **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 LEADERSHIP SKILLS MODELED**

- \_\_\_\_\_ **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*)** (*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*) (*set up practice*)

\_\_\_\_\_ **\*Vignette 12: Snack Cards to Promote Social Communication (*Hudson*)**

\_\_\_\_\_ **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*)** (*ask teachers to reflect on questions they would ask during this vignette*)

\_\_\_\_\_ **\*Teacher Reflections Vignette**

\_\_\_\_\_ **Summarize** types of questions to ask teachers, how to mediate vignettes & strategies for setting up buzzes & role plays (write examples on flip chart)

#### **IV. Model Closing of 2-hour Session**

\_\_\_\_\_ Review summary, home activities, chapter to read from toddler book, spotlighting tips, self-monitoring chart

\_\_\_\_\_ Evaluations

### **Workshop Day 2**

**Note: On this training day participants will be given vignettes to show and lead discussions and set up practices. For each vignette one person will lead vignette and one will co-lead and record key points and principles. Afterwards the group will debrief and give leaders feedback and discuss principles that came up in each group as well as the most effective questions the leaders used. Divide group into groups of 7-8 per group. Give coleaders notepad for principles and stickers.**

## I. Model Beginning New Session & Review of Prior Session Activities

- \_\_\_\_\_ Welcome and review of coached play sessions/ celebrating successes
- \_\_\_\_\_ Review of ways to overcome barriers

## II. Promoting Social Interactions (session 2 & 3)

- \_\_\_\_\_ Show introduction

- \_\_\_\_\_ **\*Vignettes 3-8: Using Dramatic Play to Prompt Verbal Social Interactions and Joint Play**

*(ask them to set up buzz and use buzz handout and talk about behavior plan)*

- \_\_\_\_\_ **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)*

- \_\_\_\_\_ **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.

- \_\_\_\_\_ **\*Vignettes 14 -16: Using Play Scripts to Promote Joint Play (*Hudson and Payton with blocks.. sequenced picture scripts*)**  
*(show handout and set up practice)*

- \_\_\_\_\_ **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 snow man*)**

- \_\_\_\_\_ **\*Vignette 18A, B, C, D: Social Coaching on the Playground**  
*(buzz sequence and set up practice)*

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

- \_\_\_\_\_ **\*Vignette 19 & 20: Teacher-Directed Play Scripts (*taking care of baby*)**  
*(see reward cards and handout) Plan practice*

- \_\_\_\_\_ **Practice:** 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.

\_\_\_ **Vignette 23: Practice Exercise Fishing**  
(Buzz cooperative games to practice joint play)

\_\_\_ **\*Teacher Reflections:**

### **III. Promoting Emotional Literacy and Self-Reflection (session 4)**

\_\_\_ **Show Introduction**

\_\_\_ **Vignette 3: Reading to Build Emotional Literacy (*monkeys*)**  
(Buzz ways they teach emotional language)

\_\_\_ **Vignettes 5: Helping Children Stay Regulated When Disappointed (*changed schedule*)**  
(ask them to set up buzz)

\_\_\_ **Vignette 7: Using Puppets in Pretend Play (*Tiny scared*)**  
(set up practice with puppets)

\_\_\_ **\*Vignette 8: Tiny Turtle Helps Model Calm Down Skills (*Amelia at home parent program*)..**  
(Set up practice using puppets.. deep breathing, happy place, relaxing – see handout for self-regulation card & use turtle puppets)

\_\_\_ **\*Vignette 10ABC: Use the Calm Down Thermometer to Help Tiny (*Hudson at school*)**

\_\_\_ **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)

\_\_\_ **Teacher Reflections: Emotion Coaching**

### **IV. Summarize Learning & Plans Going Forward**

### **V. Certification of group leaders**

\_\_\_ Process of group leader certification

\_\_\_ Refer all participants to the web site: [www.incredibleyears.com](http://www.incredibleyears.com)

### **VI. Closure, Certificates and Evaluations**

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Date of training \_\_\_\_\_

Location\_\_\_\_\_

Trainer or mentor\_\_\_\_\_

Comments:

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

Incredible Years  
1411 8<sup>th</sup> Avenue West  
Seattle, WA 98119