



Hot Tips for Using the “How I am Incredible!” Template

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This “How I am incredible” template is used to help parents and teachers share information about the target child’s developmental level including language and play level, sensory likes and dislikes, goals for child and family dynamics. This form is completed in the first IY teacher workshop or parent group meeting along with the *Child Communication Checklist with Adults and Peers*. This process is valuable because it helps group leaders and participants have more detailed knowledge of each child’s unique development. During this first meeting teachers and parents ask participants to work in dyads to complete this form. Afterwards they will share this information with the whole group and look at similarities and differences of the group of children they are working with in regard to language, play level, and sensory issues or goals. At subsequent meetings, participants will continue to add more details about the child’s developmental goals and motivating antecedents. They will add notes of any new discoveries they make as they engage in efforts to get in their child’s spotlight. They will note which strategies are especially helpful for supporting their child’s goals.

Throughout the program, when group leaders are showing vignettes, they can refer to completed “How I am Incredible” forms for Hudson and Amelia (two children in the program vignettes). [See web site for sample How I Am Incredible Profiles of Hudson and Amelia](#). When setting up large group role play practices after discussing vignettes of Hudson or Amelia, the group leader will refer to this form to determine the motivating antecedent, goals for the child, and rewarding consequence. Role play participants will replay the vignette scenario following the ABC sequence. After this role play is completed and debriefed, the group leader will select a target child from a group participant to practice how this sequence would be tailored for a child with more or less communication, or who has different characteristics (e.g. anxiety, social avoidance). Group leaders set up several large group practices unpacking the differences in approach for 2-3 target children before breaking up participants in to dyads for practice. Dyads will be

selected to match participants who have target children at similar developmental levels. After the dyadic practices, participants will share their learning so that everyone learns principles of tailoring role plays based on the individual needs of children.

It is recommended that the template for this form be copied onto a large flip chart page, one for each child, and then placed on the wall so that it can easily be added to each week and referred to when setting up role plays. It is also fun to put a picture of each child at the top of the roof so everyone can get to know each other's incredible children.