

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

Parent/Caregiver (name): \_\_\_\_\_

Parents learn extensively from self-reflection regarding their interactions with their children and the strategies that are working or not working. From these reflections you can determine personal goals for making changes in your approaches to bring about positive learning for your child. Use this checklist to think about your strengths and to assess areas you might want to work on for future goals.

## 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. Simplifying and tailoring your language according to your child's individual language development?					
2. Identifying the specific ABCs: antecedents (A) that will motivate and prompt your child's target behaviors or words (B) and rewarding its occurrence with positive consequences (C).					
3. Being able to get in your child's attention spotlight to engage him or her in social and emotional learning opportunities?					
4. Being able to ignore and redirect your child's unwanted behaviors, giving your attention back when she or he behaves in the targeted way?					
5. Helping your child regulate his or her emotions?					
6. Using puppets and pretend play to teach your child social and emotional skills and to enhance communication?					
7. Using your child's sensory likes and dislikes such as auditory, tactile, visual, smell, taste/oral, proprioception (body space/balance/need for movement or stillness) to enhance his or her learning opportunities?					
8. Adapting teaching and materials to use your child's most effective learning mode (visual, auditory, motoric, sensory/tactile)?					
9. Managing your child's challenging behavior and following through with behavior plans and goals?					
10. Working with your child's classroom/early childhood teachers?					
11. Setting up structured play dates to help your child practice specific social skills?					
12. Developing and using visual supports (e.g., choice boards, command cards) to enhance your child's social, emotional and language learning?					



<b>A. Specific Teaching Techniques to Enhance Language Development</b>	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 child's language learning.					
1. Participate in child-directed, narrated play to increase interactive involvement and joint attention from my child.					
2. Use enthusiastic voice tone, songs, imitation, modeling, simple language, repetition and commenting using the "one up rule" to increase my child's 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 my child to look, gesture, or respond verbally before continuing.					
6. Use puppets to model and engage children in social communication.					

<b>B. Specific Teaching Techniques to Enhance Social Development</b>	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 child's social learning.					
1. Use social coaching to model, prompt practice, label, and praise social behaviors such as sharing, waiting, eye contact, helping, listening, asking, turn taking, and initiating an interaction.					
2. Use puppets to model, prompt, label, and practice social behaviors.					
3. Praise and reward my child for using appropriate social friendship skills.					
4. Identify specific social behavior goals for my child according to his/her play stage.					
5. Use books, games, and visual pictures to prompt, signal, and practice targeted social behaviors with my child.					
6. Use sensory social routines to enhance my child's arousal for learning.					
7. Comment on and praise prosocial peer models to increase my child's focus on appropriate social behavior					
8. Use intentional communication to help my child be aware of other children and their needs, interactions and to promote their joint attention and empathy during play activities.					
9. Set up peer playdates to promote my child's interactions with others and provide social coaching during these interactions.					

<b>C. Specific Teaching Techniques to Enhance Emotional Development and Self-regulation</b>	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 child's emotional development.					
1. Use emotion coaching to model, prompt, and label emotion language in my child.					
2. Model emotion language through words and facial expressions for my child.					
3. Use persistence coaching language to encourage my child's continuous effort to do a task. (e.g., "that's hard, but you keep trying!")					
4. Use pictures cards and photographs that portray people in various feeling states to teach my child emotion vocabulary and prompt his or her to use these visuals to express emotions.					

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 child's emotional development.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
5. Help my child understand how others feel through modeling, acknowledgement, mirroring back, labeling feelings, voice tone, and intentional communication.					
6. Recognize early cues of emotional dysregulation in my child and prompt his or her use of calm down strategies.					
7. Focus more of my attention on positive emotions than on negative emotions.					
8. 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).					
9. Use story books to teach my child emotion words and promote empathy and guided practice.					
10. Use puppets that share their feelings to prompt my child's emotional language, social responses and empathy for others.					
11. Use visual self-regulation cards such as calm down thermometer, breathing, or turtle picture with my child.					

### D. Specific Teaching to Enhance Behavior Management Strategies

In this section we'd like to get your idea of how often you use the following strategies to promote your child's positive behaviors and decrease their inappropriate behaviors.

	Rarely/Never	Sometimes	Half the Time	Often	Very Often
1. Give my child choices when possible.					
2. Use visual prompts, verbal and nonverbal signals and/or command cards to remind my child of our household rules, schedule, and appropriate behavior.					
3. Prepare my child for transitions with a predictable and visual routine.					
4. Give face-to-face praise paired with smiles, eye contact, enthusiastic tone of voice, and sensory likes to reward desired behavior.					
5. Reward self-regulation, joint attention, and responses to instructions with child's sensory likes.					
6. Wait for my child's response when asking a question about his or her wants.					
7. Use visual cues, gestures, and simple words to distract and redirect when my child is angry or frustrated.					
8. Ignore misbehavior that is not dangerous to my child or another child.					
9. Help other siblings or peers to understand my child's misbehavior and to respond to it with understanding and without reinforcing its occurrence.					
10. Set up problem solving scenarios with puppets to practice appropriate social responses to situations that are difficult for my child. (e.g., ask a friend to play, going to a birthday party)					

### E. Strategies for Working with Teachers and School

	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Use a system for regular school communication about my child (face-to-face communication, texts, notes, calls, meetings).					
2. Ask my child's teacher to tell me about how I can help support my child's school learning goals at home.					
3. Set up opportunities for to participate in classroom activities.					

*continued on next page*

<b>E. Strategies for Working with Teachers and School</b> <i>(continued)</i>	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
4. Partner with teachers to provide ideas, materials, and support for classroom activities.					
5. Share with teachers my awareness of my child's sensory likes and dislikes and how these can be used to help motivate my child's learning.					
6. Share with teachers the ABC of behavior change in my child.					
7. Collaborate with teachers on a home-school behavior plan and share goals for my child.					
8. Becoming more aware of local opportunities to attend parent groups specifically for parents of children with autism.					

<b>F. Planning and Support</b>	Never	1-2 Times a Year	Once a Month	Once a Week	Daily
1. Review my progress in achieving the goals for my child and myself.					
2. Collaborate with other parents for solutions and support.					
3. Read the <i>Incredible Years Parent Book</i> .					
4. Manage my stress level utilizing positive cognitive strategies and gaining support from friends, family and teachers when needed.					