

A light gray sunburst graphic with several rays emanating from a central semi-circle.

Appendix



Important Notes to Remember



NOTE: The evaluations, forms, and parent certificate in this section may be kept as master copies and photocopied for reuse with your parent groups. All copyright information must be maintained and you may not alter any of the content on these materials.

These forms are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



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Autism Spectrum & Language Delays 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.

Name: _____

Session 1: Introduction, Goals & Child-Directed Narrated Play Promotes Positive Relationships

My goal for the coming week:

	Goals I met
___ Read Chapter 1 & Chapter 2 in <i>Helping Preschool Children with Autism</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

Session 2: Child-Directed Narrated Play Promotes Positive Relationships

My goal for the coming week:

	Goals I met
___ Read Chapter 2 in <i>Helping Preschool Children with Autism</i>	___
___ Review my goals for myself and my child	___
___ Play using child-directed approach	___

Session 3: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

My goal for the coming week:

	Goals I met
___ Read Chapter 3 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 4: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

My goal for the coming week:

	Goals I met
___ Read Chapter 3 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 5: Social Coaching Promotes Friendship Skills

My goal for the coming week:

	Goals I met
___ Read Chapter 4 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 6: Social Coaching Promotes Friendship Skills

My goal for the coming week:

	Goals I met
___ Read Chapters 4 and 10 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 7: Social Coaching Promotes Friendship Skills

My goal for the coming week:

	Goals I met
___ Read Chapter 10 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 8: Emotion Coaching Promotes Emotional Literacy

My goal for the coming week:

	Goals I met
___ Read Chapter 5 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week with my child will include:	___

Session 9: Pretend Play Promotes Empathy and Social Skills

My goal for the coming week:

	Goals I met
___ Practice: _____	___
___ Read Chapter 6 in <i>Helping Preschool Children with Autism</i>	___
___ Play this week will include:	___

Session 10: Promoting Children’s Self-Regulation Skills

My goal for the coming week:

	Goals I met
___ Read Chapter 7 in <i>Helping Preschool Children with Autism</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

Session 11: Using Praise and Rewards to Motivate Children

My goal for the coming week:

	Goals I met
___ Read Chapter 8 in <i>Helping Preschool Children with Autism</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___

Session 12: Effective Limit Setting and Behavior Management

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 9 in <i>Helping Preschool Children with Autism</i>	_____
<input type="checkbox"/> Practice problem solving with my child using Wally book and puppet	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 13: Effective Limit Setting and Behavior Management

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 9 in <i>Helping Preschool Children with Autism</i>	_____
<input type="checkbox"/> Practice problem solving with my child using Wally book and puppet	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 14: Review and Celebration

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Reward myself for my parenting efforts	_____
<input type="checkbox"/> Continue to get support from other parents	_____

Assessing Children's Play and Language Levels

Level One



Name of Child: _____

Age of Child: _____

Family Context <i>(e.g., partnered or single; level of support; siblings; depressed mom)</i>	
Language Level <i>(e.g., screams, grunts, no signing, no babbling)</i>	
Play Level <i>(e.g., grabs toys, not interested in other children)</i>	
Sensory Likes <i>(auditory, visual, tactile, smell, taste/oral, proprioception)</i>	
Sensory Dislikes <i>(e.g., upset with loud noise, loves running and being thrown)</i>	
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	
<i>(e.g., no spoken language, can point, leads parent by hand, vocalizes)</i>	
Play Level	
<i>(e.g., plays alone, anxious and withdrawn)</i>	
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	
<i>(e.g., short phrases, 3-4 words, lots of sounds, delayed echoes, gestures)</i>	
Play Level	
<i>(e.g., simple pretend play, aggressive with peers)</i>	
Sensory Interests	
<i>(e.g., upset with loud noise, loves running and being thrown)</i>	
Behavior Problems	Positive Opposite Behaviors
<i>(e.g., escapes to avoid demands, easily overstimulated)</i>	
Goals for Parents	Goals for Child

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*):

How I am Incredible!

The "***How I am incredible!***" handout is used to help parents share information about their child's developmental level including language and play level, and sensory likes and dislikes. In addition, parents share their goals for their children. This form is completed in the first IY parent group session and helps the group leader and other parents learn about the children in the group. During the first session parents jot down what they know about their children at that time and share it with other parents. At subsequent meetings, parents add details about their child's specific developmental needs and make notes of any new discoveries they are making as they engage in child-directed play and coaching, and develop strategies that they find helpful in supporting their goals. This form is also referred to by IY group leaders when tailoring role play practices geared towards each child's unique developmental level and language level. 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 be easily added to each week. 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 child.

Sample "How I am Incredible!" form for Hudson

My support people:

Hudson.. 3 years old 9 months

Family.. father primary caregiver; mother works full time; no other siblings

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

Limited eye contact

Points to visual

Sometimes echo's what is said

Nods agreement –responds to verbal partial prompts for food & preferred toys

Does not talk to peers and withdraws from their verbal overtures

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

Some functional solo play – cars

Play repetitive with no variation

Doesn't seem interested and/or is anxious with peers

Supported with play scripts reluctantly

Reciprocal play with one child can be encouraged with social coaching, prompts & imitation (2 peers is too much stimulation and he withdraws)

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

Enjoys spinning, being swung in a blanket

Loves small skittles and will work for them

Avoids social interaction

Flaps when excited

Withdraws in certain social situations - pulls clothing over head and is anxious

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

Doesn't like loud noises

Upset when routine changes or his asked to stop spinning

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

Sample “How I am Incredible!” form for Amelia

<p>My support people:</p> <p>AMELIA’S FAMILY ~ 2 parents, younger toddler sibling, supportive parents</p>	<p>My Language Level (<i>e.g., no spoken language, visual language, 1-2 words, echolalic, good language</i>):</p> <p>Responds to greetings from parents Speaks in 3-4 word sentences when prompted at centre. Does not initiate verbal exchanges with other children and does not respond to their overtures No emotion language</p>
<p>My Play Level (<i>e.g., play alone, anxious or withdrawn, want to initiate play with others but don’t know how, initiate but inappropriate</i>):</p> <p>Some parallel play Needs adult support to model and prompt co-operative play with 1-2 peers or sibling Limited self directed social interaction with peers Interested in peers</p>	<p>My Sensory Likes (<i>e.g., trucks, swinging, music, water play, bananas</i>):</p> <p>Likes play dough, reading books, games, puppets, running and jumping Likes long, thin plant leaf which is with her constantly and she spins it Joins mat times, sits with others in classroom Does not like fine motor activities (some delays)</p>
<p>My Sensory Dislikes (<i>e.g., loud noises, certain smells</i>):</p> <p>does not like fine motor activities</p>	<p>My Parent’s Goals for Me: (<i>e.g., make a friend, more words, follow directions</i>):</p>



 A stylized sunburst graphic with a semi-circular base and several rays extending upwards. The rays are grey and the base is a darker grey.

*Autism Spectrum & Language Delays Program
Parent Weekly Evaluations*

Name _____ Session _____ Date _____

1. The video vignettes and content of this session were

not helpful neutral helpful very helpful

2. The group leader's teaching and leadership skill was

not helpful neutral helpful very helpful

3. The group discussion and interaction was

not helpful neutral helpful very helpful

4. The use of practice exercises was

not helpful neutral helpful very helpful

5. The home activities and reading were

not helpful neutral helpful very helpful

Additional comments:

(continue on back)



**Parent Program Satisfaction Questionnaire
Autism Spectrum & Language Delays Program**

(Hand out at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the Autism Spectrum & Language Delays Parenting 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. My child's social and emotional skills are

considerably worse slightly the same slightly improved greatly improved
worse worse improved improved

2. My child's pre-academic skills for language, reading readiness, and persistence at a task are

considerably worse slightly the same slightly improved greatly improved
worse worse improved improved

3. My child's self-regulation and imaginary play skills are

considerably worse slightly the same slightly improved greatly improved
worse worse improved improved

4. My overall feelings about my personal progress at using the autism spectrum/language delays parenting skills are that I am

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

5. I feel that the approach used to strengthen my child's social and emotional behaviors in this program is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate greatly appropriate

6. Would you recommend the program to a friend or relative?

strongly not recommend not recommend slightly not recommend neutral slightly recommend recommend strongly recommend

7. My overall feeling about achieving my goals for my child and family in this program is

very negative negative slightly negative neutral slightly positive positive very positive

B. Teaching Format

Usefulness

In this section, we would like you to indicate how useful each of the following types of teaching is 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. Demonstration of parenting skills through the use of video vignettes was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Group discussion of parenting skills was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

4. Practice of coaching and pretend play skills at home with your child was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. Reading chapters from the *Incredible Years* or *Incredible Toddlers* book 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. Use of practice or role plays during group sessions were

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

C. Specific Parenting Techniques

Usefulness

In this section, we would like to get your ideas of how useful each of the following techniques is in improving your interactions with your child. 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. Academic and persistence 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. Limit setting and managing misbehavior

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

D. Evaluation of Parent Group Leaders

In this section we would like you to express your opinions about your parent group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 _____

(name)

1. I feel that the leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
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2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. Concerning the leader's interest and concern in me and my child, I was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
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4. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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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. I feel that 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. Concerning the leader's interest and concern in me and my child, I was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

4. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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Table 1: Content and Objectives of the Autism Spectrum & Language Delays Program

Content	Objectives
Part One: Child-Directed Narrated Play Promotes Positive Relationships	<ul style="list-style-type: none"> • Value of parents giving focused child-directed attention during play as a way of promoting positive relationships. • Understanding how to get in a child's attention spotlight and not letting the child exclude you. • Understanding how to narrate child-directed play to build language development. • Learning how to transition to new play learning opportunities. • Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts. • Value of using picture choice cards. • Choose games that address your child's sensory needs but avoid overstimulating. • Understanding times <i>not</i> to follow your child's lead.
Part Two: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness	<ul style="list-style-type: none"> • Determining appropriate developmental goals for children on the autism spectrum. • Tailor pace, amount, and complexity of language modeled according to child's communication stage. • Understanding the value of persistence coaching for promoting children's attention span and managing their frustration. • The modeling principle—and importance of positive affect and exaggerated facial responses. • Staying in child's attention spotlight by being responsive. • Understanding the value of prompting and pre-academic coaching for building children's language skills and school readiness. • Learning to coach pre-reading readiness. • Adjusting verbal and non verbal language and visual prompts according to children's communication stage. • Responding to child's language as meaningful even if not understandable or conventional. • Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.
Part Three: Social Coaching Promotes Friendship Skills	<ul style="list-style-type: none"> • Social coaching and one-on-one child-directed play promotes a child's social skills. • Understanding how to model, prompt, and coach a child's social skills. • Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses). • Understanding how to: Use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to parent's face. • Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants. • Use puppets and pretend play to encourage social communication. • Use social coaching at dinner, bed time, and dressing time.

Table 1 Continued

Content	Objectives
Part Four: Emotion Coaching Promotes Emotional Literacy	<ul style="list-style-type: none"> • 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. • Understanding how to respond effectively to negative or uncomfortable emotions. • Learning how to combine emotion coaching with social and persistence coaching. • Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.
Part Five: Pretend Play Promotes Empathy and Social Skills	<ul style="list-style-type: none"> • Understanding the value of pretend play with puppets to promote children’s social skills and empathy. • Understanding the most effective ways to use puppets with children. • Developing scenarios and practicing using them to promote children’s social skills, empathy, and emotion language. • Understanding how to use puppets and action figures along with books.
Part Six: Promoting Children’s Self-Regulation Skills	<ul style="list-style-type: none"> • 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 how to use pretend and puppet play to do self-regulation teaching and practice. • Learning how to explain the calm down thermometer to children and practicing strategies. • Importance of using the ignore technique when child is too dysregulated. • Understanding concept of “selective attention.” • Parents modeling self-control and calm-down strategies.
Part Seven: Using Praise and Rewards to Motivate Children	<ul style="list-style-type: none"> • Learning how to spotlight labeled praise for children. • Identifying child’s “positive opposite” target behavior to praise and reward. • Understanding how to set up a developmentally appropriate plan of child social behaviors. • Recognizing the value of sensory activities and rewards for children. • Learning how to praise and reward oneself and others for parenting efforts. • Importance of developing a parent support network.

Table 1 Continued

Content	Objectives
Part Eight: Effective Limit Setting and Behavior Management	<ul style="list-style-type: none"> • Understanding how to give clear, brief, positive instructions. • Using parent visual command cards as needed to make command understandable. • Reduce number of commands to only necessary commands/instructions. • Learning about the importance of giving children transition time and reminders. • Understanding when to use redirections and physical prompts (guiding hands). • Establishing clear and consistent household rules. • Learning how to re-engage children in new learning opportunity when misbehavior subsides. • Identify behaviors that can be ignored.

How IY-ASD Differs from Basic IY Parenting Program

<i>IY Basic Preschool Program (3-5 years)</i>	<i>Autism Spectrum and Language Delays Program (2-5 years)</i>
<p>Topics:</p> <ol style="list-style-type: none"> 1. Strengthening Children’s Social Skills, Emotional Regulation and School Readiness 2. Using Praise and Incentives to Encourage Cooperative Behavior 3. Positive Discipline: Rules, Routines & Effective Limit Setting 4. Handling Misbehavior (ignoring, Time Out, consequences and problem-solving) 	<p>Topics:</p> <ol style="list-style-type: none"> 1. Increased focus on coaching language development, imitation and sensory routines, social communication, use of pretend play to promote empathy and social skills, and promoting self-regulation skills. 2. Enhanced focus on self-care and building support group. 3. Older (4 to 5 year old) verbal children with conduct problems families can continue with Program 4 of Basic IY program to discuss time out and problem solving (not included in IY-ASD program).
Basic IY Vignettes	New IY-ASD vignettes depict children with ASD. Additional vignettes from Basic IY may be added if parents in the group need more help with behavior management and problem solving.
Program Dosage (18-20 sessions)	(13-14 plus sessions) Increased dosage often needed to adequately cover the material since there are more practices and discussions to tailor the strategies to each unique child.
Group Size: 10-12 parents	Smaller group size: 6-8 parents plus partners or other family members
Group Leader: Knowledgeable in child Development	Group Leader: Knowledgeable and experienced in ASD practice, local ASD-specific supports, and functional behavioral approaches to behavior change.
Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, home activities)	Increased teaching about ASD and ways to use visual support including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children’s communication stage; imitation as a means to gain attention, learning alternative incentives to motivate children with ASD (e.g., sensory activities); more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.

Alliance building techniques (collaborative learning, buddy calls, weekly leader support calls, praise to parents, incentives for parents)	All standard alliance building techniques apply to this population, but increased efforts to help build families support systems and reduce their stress by working on self-care and promoting weekly buddy calls and peer dates with other parents. Regular emails, texts and calls from group leaders are essential.
Food, transportation, daycare	No adaptations needed, but essential to offer these for this population in order to reduce barriers to participation.
Core model does not offer home visits	Providing home visits to coach parent-child interactions using coach home visit manuals and additional DVD vignettes as needed; use these to make up missed sessions or show additional vignettes
Core model does not address collaboration with educators and other professionals for coordination of care	Coordinate with educators and therapists for developing behavior plans with agreed upon goals for child's target behaviors. Consult with medical providers to understand effects of medical issues on child behavior and parent stress.
Core model suggests use of IY Advance, Child and Teacher Programs for children with diagnoses or very high risk families	Consider additional IY Programs: <ul style="list-style-type: none"> • Advance Program to teach anger and depression management and problem solving steps • Child Social, Emotional and Problem Solving Skills Program ("Dinosaur School") offered alongside parent program • Offer follow-up training in the Helping Preschool Children with Autism: Teachers and Parents as Partners to help parents learn how to promote positive peer interactions and social communication with 2-3 children.



Incredible Years Buzz!



Leader's Name:	E-mail:	Date:
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Check what we've accomplished!

Child Directed Play

Preacademic Coaching

Persistence Coaching

Social Coaching

Emotion Coaching

Pretend & Puppet Play

Interactive Reading

Self-Praise

Praise & Rewards

Songs & Gestures

Self-Care

Using Visual Cue Cards

Social, Sensory Likes

Limit Setting

Ignore, Redirect & Distract

Staying Calm

Getting Support

Teach Children to Calm Down & Self-Regulate

Practice Exercises

Reminders

Get in your child's attention spotlight



Principles

Personal Goals and Planned Practices

Parents Thinking Like Scientists



Child Problems

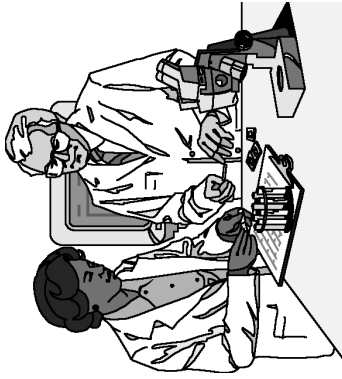
Child Strengths

Goals

Strategies	Benefits	Obstacles (thoughts, feelings, behavior in self & others)
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Ongoing Plans

Parents Thinking Like Scientists



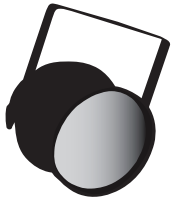
Goals

Child Problems

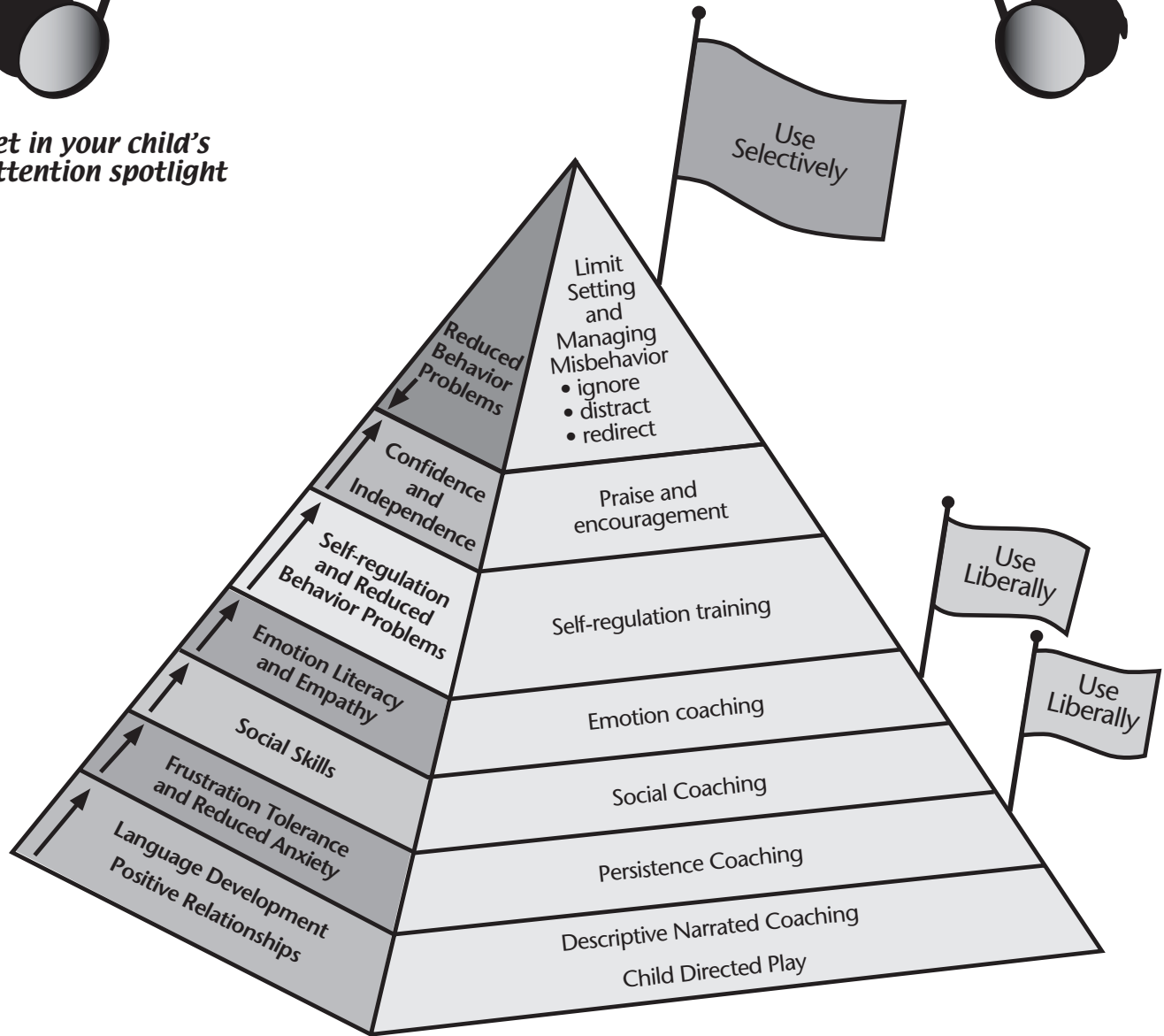
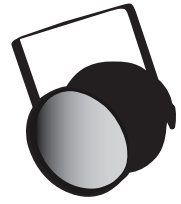


Child Strengths





Get in your child's attention spotlight



Parent Pyramid Autism Program



Parent Certificate of Participation and Successful Completion in

*The Incredible Years[®]
Autism Spectrum & Language Delays program*

Developed by Carolyn Webster-Stratton, Ph.D

Name of Participant

Date

Group Leader

Group Leader

