

On-line Autism Training Workshop Protocol
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Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. After showing and discussing the handouts slides (such as the benefits and barriers buzzes, home activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists, and evaluations) for one area, in subsequent sessions they can be quickly reviewed to remind participants they will do these things for every topic but don't have to be discussed in detail again. Or, you might decide to focus on a specific kind of handout for each session.

The overall goal is to focus more on the Incredible Years methods and processes than content per se as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. I recommend that during the first 2-3 3-hour sessions you focus on modeling the group leader skills of leading discussion of home activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms and setting up role play practices. Here the participants may be in role as parents or children and encouraged to think of their perspectives and watch how you handle their responses. Pause often to have participants highlight the key group leader skills that you are modeling. By the 3rd training session, you begin to put the participants in role of IY group leader in Zoom rooms in smaller groups to plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the family's culture, goals and the child's development, how to respond to family resistance, and how to plan developmentally appropriate practices with toys, puppets and activities. These activities may be done in larger session or in small group break out rooms.

You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As with the "in person" training you select vignettes partially by nature of the group and the population they work with and partially based on whether you think they have adequately understood the key principles in the topic area.

In addition you have some flexibility in regards to when to do breakout in to Zoom rooms and when to do discussions and practices with the larger group. It is helpful to do 2-3 Zoom room discussions in each session. You can ask participants to help with recording key points in the chats and send these out in a summary post training.

Please record which vignettes you have shown and return this to us after completing your training. Also check if you role-played a benefits/barriers exercise, or mediated a vignette and discussed leader skills, or set up a role play regarding the skill being taught. The order of these is not necessarily important but try to have some role plays, Zoom discussions and mediate vignettes in every session as well as review key points and encourage them doing the assignments between sessions.

Session One: Overview of Program objectives, agendas research

Content Part 1: Child directed narrated play promotes positive relationships

Group leader methods and processes

- _____ Introductions, research background for program, overview of training days, program goals
- _____ How IY ASD program is different from Basic Program?
- _____ Zoom Rooms/Buzz: Share characteristics of children with ASD
- _____ Zoom Rooms/Buzz: Share thoughts about parents' thoughts/feelings
- _____ Review collaborative process of IY programs
- _____ Mediate Introductory Overview (model and debrief)
- _____ Goals for Program and pyramid
- _____ Session Structure
- _____ Model Setting group rules & Debrief in Zoom Room
- _____ Explain Communication Checklists
- _____ Explain How I am incredible document
- _____ Set up 3 typologies and set goals

Child Directed Narrated Play

- _____ Zoom Room/ Benefits and Barriers
- _____ *Introductory Narration: Part 1 (mediate how to show introductions)
- _____ *Vignette 1: Child Directed Narrated Play (Hudson)
- _____ *Vignette 2: Adding Interactive Interest to Play
- _____ Zoom Room to debrief parent skills
- _____ Buzz how you help a child expand his interests
- _____ Vignette 3: Transition to New Activity
- _____ Zoom Room (discuss leader skills modeled)

- _____ Participant Assignments

Session Two: Part 1 cont'd

Part 2: Pre-Academic and Persistence Coaching Promotes Language Skills & School Readiness

- _____ Review Group Leader Skills Mediating Vignettes (1,2,3)
- _____ Model Setting Up Role Play Practice based on learning from vignettes (child with limited language and repetitive play, gesturing, tone of voice, repetition, imitation, following child's lead, pacing, positioning etc.
- _____ *DVD Practice P5 Demetrius puppet
- _____ *DVD Practice P6: David
- _____ Review setting up large group practices (possible Zoom room exercise)
- _____ Vignette 4: Waiting for Child to Indicate Choice
- _____ Buzz: Child's favorite activities
- _____ Visual Choice cards

_____ Model practices ~ choice of ball or car with objects; then practice pairing picture with object; then teach child how to say no

_____ *DVD 2D: (shows teacher introducing visuals to help children with less language)

_____ Vignette 6: Imitation, Gestures, Face to Face (eye game)

_____ *Vignette 7: Encouraging Verbal and Nonverbal communication (bubbles)

_____ Zoom Room to discuss questions asked by group leader

_____ Vignette: Parent Reflections

_____ Review group leader methods and processes

_____ Summary ending sessions – handouts, goal setting, home activities, spotlight notes, evaluation forms, agendas.

Reviewing Home Activities

_____ Model asking about home activities (if not done previously)

_____ Zoom Rooms to discuss questions group leader asked

Pre-Academic Coaching

_____ Buzz words for nonverbal and for verbal child

_____ *Model showing Introductory Narration

_____ *Vignette 1 Pre-academic Coaching (Amelia)

_____ Zoom Room to discuss principle in video plus questions to ask

_____ Vignette 3 Interactive Reading

_____ Zoom Room... principles, questions to ask, or practice to set up

_____ Review steps to setting up role plays

Persistence Coaching

_____ Zoom Room Buzz: persistence coaching words for children with limited language, 1-2 works or more

_____ *Vignette 4: Persistence Coaching (yogurt hard to open)

_____ Model – as child needing help opening bubble container and participant as parent using persistence coaching... making bubble container easier at first and then more difficult

_____ *Vignette 5: Persistence Coaching (Kalani with boxes)

_____ Zoom Room to discuss persistence coaching words

_____ Model & Practice with boxes with child who has no language (using gestures, minimal words used repetitively)

_____ Vignette: Parent Reflections

_____ Handouts

Session 3: Part 3: Social Coaching Promotes Friendship Skills

Part 4: Emotion Coaching Promotes Emotional Literacy & Self-Regulation

_____ Buzz: Share possible questions about home activities (using pre-academic or persistence coaching)

_____ Objectives

Part 3: Social Coaching

- _____ Introducing new topic (buzz, goals)
- _____ Buzz: social behaviors to develop—2 year olds in parallel play vs those who want to initiate but don't know how
- _____ *Introductory Narration
- _____ *Vignette 1: Getting in your Child's Attention Spotlight (red balloon); Model blowing up balloon
- _____ ABC of behavior change
- _____ Buzz potent motivating antecedents
- _____ *Vignette 2: Songs and Gestures ~ key principles & using choice board
- _____ Parent Talk Cards
- _____ *Vignette 3: Coaching, Turn Taking & Sharing (balloon sharing)
- _____ Setting up Parent Practice with ABC & balloon
- _____ Vignette 4: Prompting Waiting, Asking, Turn taking (sneaky squirrel)
- _____ Show visual prompts of social behavior
- _____ Vignette 7: Reading as a Joint Activity (Amelia) & principles
- _____ One Up Rule & Summary

- _____ *Vignette 8: Using Social Sensory Physical Activities (spinning)
- _____ Zoom Room/Buzz: social sensory routines (somersaulting, airplaning, tickling, swinging)
- _____ Motivating child who seems withdrawn, unresponsive – summary
- _____ Parent Reflections
- _____ Vignette 9: Chasing father
- _____ Vignette 11: intro- face to face
- _____ Vignette 13: Prompting Sharing, Helping, and Verbal Response (crackers, raisins snack time, ABC)
- _____ Handouts

Part 4: Emotion Coaching Promotes Emotion Literacy

- _____ Buzz: Emotion words
- _____ Benefits/Barriers of Emotion words
- _____ *Introductory Narration
- _____ *Vignette 2: Reading to Build Emotional Literacy (Hudson and dad)
- _____ Practice: question asking and setting up practice
- _____ *Vignette 4: Modeling, Naming, and Prompting Emotion Language (bubbles)~ practice questions
- _____ Buzz how to use Feeling Visuals, books, or sensory routines to promote understanding of feelings
- _____ Setting up practices... puppets
- _____ Choosing words for Hudson, Amelia, Charlie or Kalani—positive opposites
- _____ Handouts

Session Four: Part 5: Using Pretend Play to promote social skills

Part 6: Promoting Self-Regulation Skills

- _____ Buzz/Room: Benefits/Barriers of Pretend Play/Use of Puppets
- _____ *Introductory Narration
- _____ Vignette 1: (Amelia.. combines social and pretend play.. strawberries)
- _____ *Vignette 3: Using Pretend Play to Promote Social Skills (Tiny and Hudson)
(pause for leader questions)
- _____ Preparing children for puppets – Practice getting children ready to meet puppet
- _____ Zoom Room Practice with puppets (introduction, showing emotions, child becoming
afraid or aggressive) & Debrief
- _____ *Vignette 5: Using Puppets to Promote Empathy (Amelia with baby Dina)
- _____ Summary of puppet benefits & Handouts

Part 6: Promoting Self-Regulation Skills

- _____ * Introductory Narration (cue card smell flowers, blow candle)
- _____ *Vignette 2: Teaching Beginning Self-regulation skills (calm down thermometer)
- _____ Zoom Room/Share questions
- _____ Plan thermometer practice
- _____ * Vignette 3: Tiny Turtle Helps Model Self-Regulation Skills (Amelia)
Or, leader models
- _____ Zoom Room Practice with turtle
- _____ Visuals
- _____ Parent Reflections

Session Five: Part 7: Using Praise and Rewards

Part 8: Limit Setting and Handling Misbehavior

- _____ Buzz: Positive Opposite Behaviors
- _____ Introductory Narration
- _____ Vignette 1: Face to Face Praise
- _____ * Vignette 3: Rewarding self-regulation practice with a sensory activity (Hudson
spinning) ABC sequence
- _____ * Vignette 4: Motivating Children (getting Hudson to toilet)
- _____ Reward Cards
- _____ Parent self-care & self-praise & rewarding parents' success

Part 8: Limit Setting and Behavior Management

- _____ Benefits/Barriers
- _____ *Introductory Narration
- _____ Rewriting Commands and Rules – using visuals, gestures, and simple words
- _____ Vignette 5 A (using distractions)
- _____ Vignette 5B
- _____ Vignette 5C
- _____ Vignette 5D (reengage and new learning)

_____ Practice for ignore and re-engagement

_____ Option: Vignette A, B, C

_____ *Parent Reflections

_____ Handouts

_____ * Overview of Autism Program for Teachers AND Parents (as follow up training)

_____ Accreditation