

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.

<p>Alliance building techniques (collaborative learning, buddy calls, weekly leader support calls, praise to parents, incentives for parents)</p>	<p>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.</p>
<p>Food, transportation, daycare</p>	<p>No adaptations needed, but essential to offer these for this population in order to reduce barriers to participation.</p>
<p>Core model does not offer home visits</p>	<p>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</p>
<p>Core model does not address collaboration with educators and other professionals for coordination of care</p>	<p>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.</p>
<p>Core model suggests use of IY Advance, Child and Teacher Programs for children with diagnoses or very high risk families</p>	<p>Consider additional IY Programs:</p> <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.