

Evidence Based Practice Training: Parent Implemented Intervention (PII)

Adapted from Sam, A., & AFIRM Team. (2015). Parent-Implemented Intervention. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/parent-implemented-interventions>

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.



www.captain.ca.gov



What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for autism.

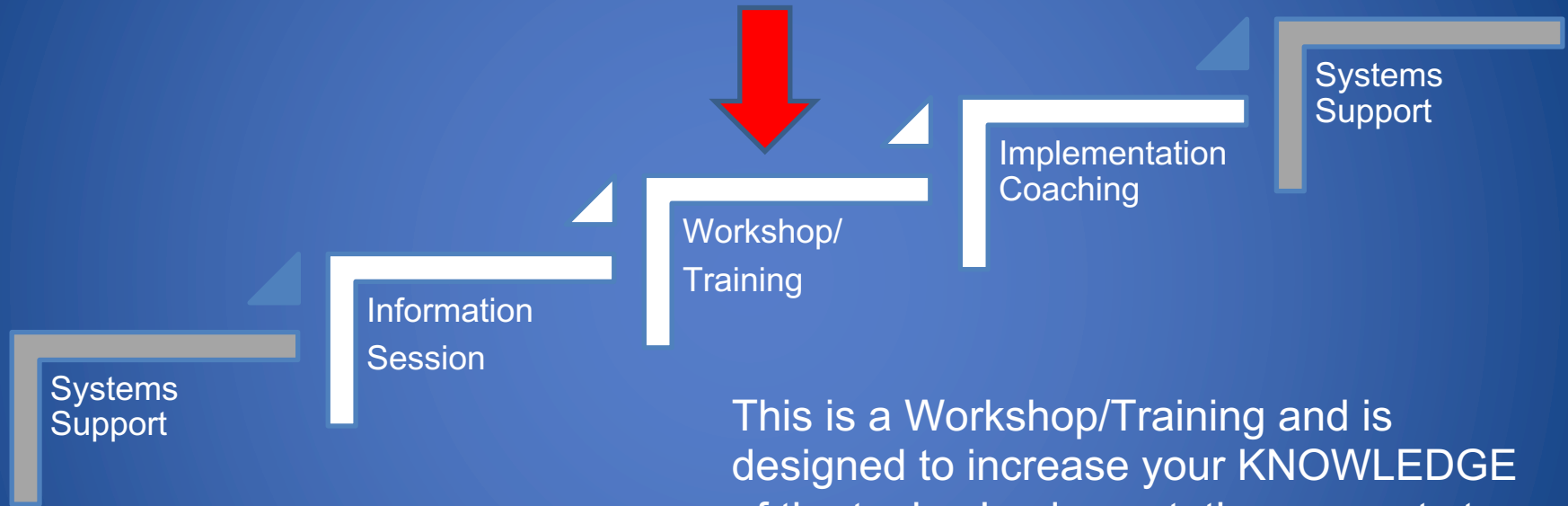
This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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Levels of Professional Development to Reach Implementation



This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin...

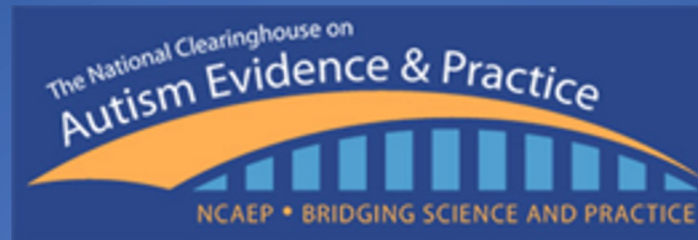
Please complete the
Pre Training Survey
sent to your email



Core Components: Learning Objectives

- Describe EBPS for Autism
- Define Parent Implemented Intervention (PII)
- Define the skills and learners PII can be used for
- Describe the steps to implement PII
- Apply PII in activity based scenarios

What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

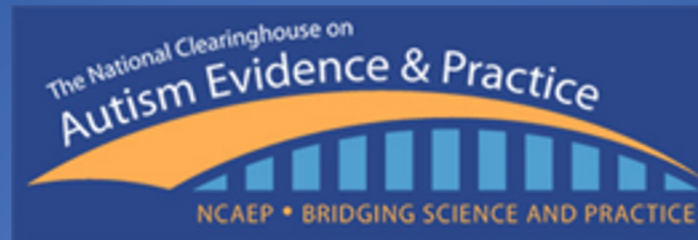
Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/Pre-academic			Adaptive/Self-help			Challenging/Interfering behavior			Cognitive			Communication			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years			
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Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
 - Consider the child and family characteristics
 - Consider the teacher and team characteristics
 - Consider other available resources

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Selecting an EBP Checklist

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>

---Selecting an EBP Checklist---




 Learner's Name: _____ Date/Time: _____
 Observer(s): _____
 Target Goal/Behavior/Skill (short): _____
 Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.


IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

Selecting an EBP
 AFIRM Team, 2020-8
 Page 1 of 3

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>

CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Mastery (How/Criterion for learner progress/mastery)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:
------------------	-------------------------


Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):
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Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

Selecting an EBP
 AFIRM Team, 2020-8
 Page 2 of 3

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fpg.unc.edu/>

SELECT AN EBP:

--

IF APPLICABLE, IDENTIFY ADDITIONAL EBPs TO BE USED WITH THE SELECTED EBP:

<input type="checkbox"/> Reinforcement (R+)	<input type="checkbox"/> Prompting (PP)	<input type="checkbox"/> Modeling (MD)
<input type="checkbox"/> Task Analysis (TA)	<input type="checkbox"/> Time Delay (TD)	<input type="checkbox"/> Visual Supports (VS)
<input type="checkbox"/> Functional Behavior Assessment (FBA)	<input type="checkbox"/> _____	<input type="checkbox"/> _____

ADDITIONAL NOTES:

Selecting an EBP Checklist

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AFIRM Team, 2020-8
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Selecting an EBP
AFIRM Team, 2020-8
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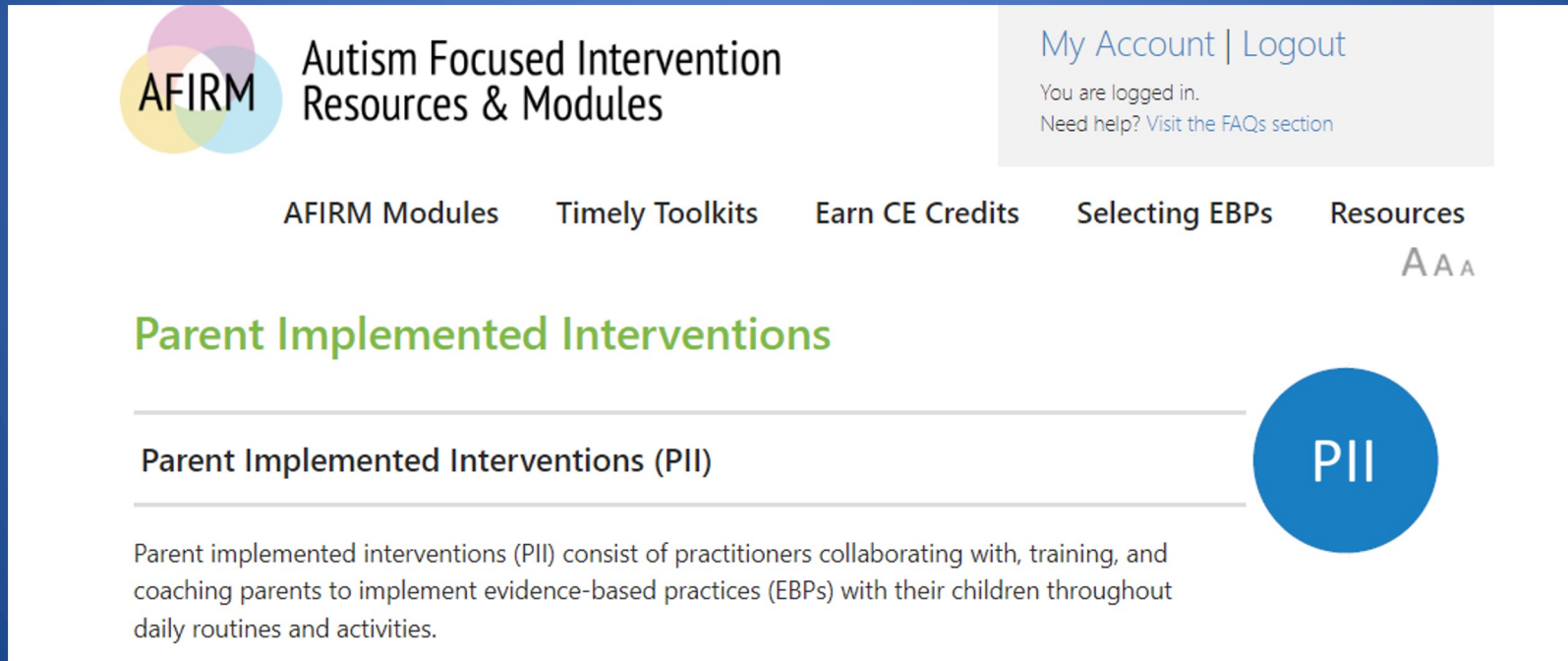
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ADDITIONAL NOTES:

Selecting an EBP
AFIRM Team, 2020-8
Page 2 of 3

High Quality Training: Atism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age

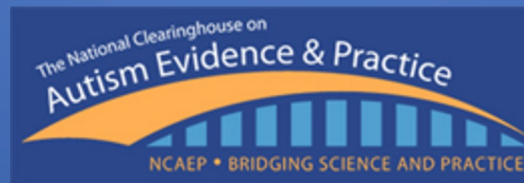


The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, consisting of three overlapping circles in purple, yellow, and blue, with the text 'AFIRM' in white. To the right of the logo is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there is a grey box containing the text 'My Account | Logout', 'You are logged in.', and 'Need help? Visit the FAQs section'. Below the header, there is a navigation menu with the following items: 'AFIRM Modules', 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. To the right of the 'Resources' menu item are three small blue triangles. Below the navigation menu, the main content area features the heading 'Parent Implemented Interventions' in green. Underneath this heading is a horizontal line, followed by the text 'Parent Implemented Interventions (PII)'. To the right of this text is a large blue circle containing the white text 'PII'. Below the text is another horizontal line, followed by a paragraph: 'Parent implemented interventions (PII) consist of practitioners collaborating with, training, and coaching parents to implement evidence-based practices (EBPs) with their children throughout daily routines and activities.'

Definition of Parent Implemented Intervention

NCAEP Report April 2020

In Parent-Implemented Intervention (PII), parents are the primary person using an intervention practice with their own child. Practitioners teach parents in individual or in group formats in home or community settings. Methods for teaching parents vary, but may include didactic instruction, discussions, modeling, coaching, or performance feedback. The parent's role is to use the intervention practice to teach their child new skills, such as communication, play or self-help, engage their child in social communication and interactions, and/or to decrease challenging behavior. Once parents are trained, they implement all or part of the intervention(s) with their child. Parents are often implementing other EBPs included in this report including naturalistic interventions, video modeling, or social narratives.



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INTERVENTION FACT SHEET

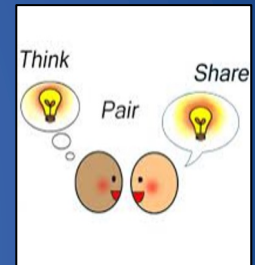
NCAEP Report April 2020

Name of EBP		Parent-Implemented Intervention (PII)					
Definition of EBP		<p>In Parent-Implemented Intervention (PII), parents are the primary person using an intervention practice with their own child. Practitioners teach parents in individual or in group formats in home or community settings. Methods for teaching parents vary, but may include didactic instruction, discussions, modeling, coaching, or performance feedback. The parent's role is to use the intervention practice to teach their child new skills, such as communication, play or self-help, engage their child in social communication and interactions, and/or to decrease challenging behavior. Once parents are trained, they implement all or part of the intervention(s) with their child. Parents are often implementing other EBPs included in this report including naturalistic interventions, video modeling, or social narratives.</p> <ul style="list-style-type: none"> Manualized Interventions Meeting Criteria: Project ImPACT (Improving Parents as Communication Teachers); Stepping Stones Triple P (SSTP)/Primary Care SSTP. 					
Outcome Areas		Age Ranges					
		0-2	3-5	6-11	12-14	15-18	19-22
		Toddlers	Preschoolers	Elementary School	Middle School	High School	Young Adults
Communication	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓	✓	✓	
	Joint attention	✓	✓				
	Play	✓	✓	✓			
Cognitive	Cognitive	✓	✓				
	School readiness	✓	✓	✓			
	Academic/Pre-academic	✓	✓				
Adaptive/self-help	Adaptive/self-help	✓	✓	✓	✓		
	Challenging/Interfering behavior	✓	✓	✓	✓	✓	
	Vocational						
	Motor	✓	✓				
Mental health	Mental health	✓	✓	✓	✓		
	Self-determination						

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)

Evidence (Age and Domains)

Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓	✓	✓	
	Joint attention	✓	✓				
	Play	✓	✓	✓			
	Cognitive	✓	✓				
	School readiness	✓	✓	✓			
	Academic/ Pre-academic	✓	✓				
	Adaptive/ self-help	✓	✓	✓	✓		
	Challenging/ Interfering behavior	✓	✓	✓	✓	✓	
	Vocational						
	Motor	✓	✓				
	Mental health	✓	✓	✓	✓		
	Self-determination						



AFIRM MODULES

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<http://afirm.fpg.unc.edu>

Parent Implemented Interventions

Parent Implemented Interventions (PII)

A blue circular icon containing the white text "PII".

Parent implemented interventions (PII) consist of practitioners collaborating with, training, and coaching parents to implement evidence-based practices (EBPs) with their children throughout daily routines and activities.

What Will I Learn?

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about parent implemented interventions (PII).
- Applying PII in activity based scenarios that promote real-world application.

The PII module will take approximately 1.5 to 2 hours to complete. However, the module is broken into individual lessons to help guide your learning:

Parent Implemented Intervention (PII) ---Step-by-Step Guide---



BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...
- Identifying evidence-based practices...

If the answer to any of these is "no," review the process of how to select an EBP.

This practice guide outlines how to plan for, use, and monitor the practice of **Parent Implemented Intervention**.

Keep in mind that PII can be used to decrease inappropriate behaviors and increase appropriate behaviors.

What is Parent Implemented Intervention?

Family centered approach to build family capacity

Involves modeling, coaching, and collaborating with parent/caregivers in the process of training them to implement evidence-based practices (EBPs) throughout daily routines and activities with their children with ASD

Can be used effectively to address social, communication, joint attention, behavior, school readiness, play, cognitive, adaptive, and academic outcomes



EBPS across the day

- Practitioners and parent/caregivers plan and collaborate throughout the implementation process to determine which EBP to use, which child behavior or skill to target, and when to implement the EBP.

Common Routines:

- mealtimes
- dressing
- family outings
- bath time
- anything the family would already be doing as part of their daily routine

Recommended coaching practices based on Rush and Shelden's (2011) parent coaching model include that practitioners use:

1. Joint planning which includes providing parents background information related to the EBP,
2. Observation of parent and practitioner model of the EBP for parents,
3. Action which includes encouraging parent practice and
4. Reflection which includes encouraging parent self-reflection and facilitating problem solving regarding obstacles and/or barriers encountered by parents.
5. Feedback which includes providing live feedback to parents while practicing the EBP and feedback during conversations.¹



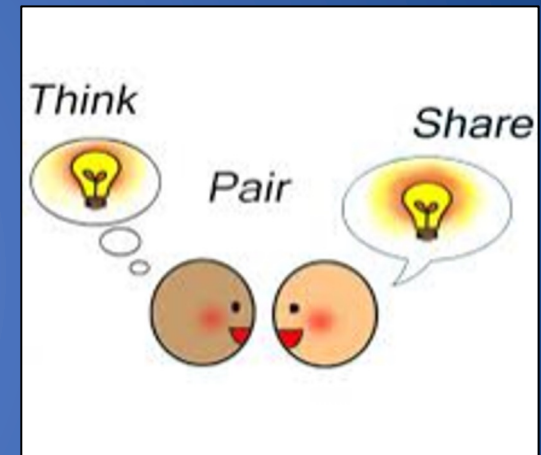
Think - Pair - Share

Think about how you have collaborated with parents/caregivers in the past to share information about an intervention.

Did you use a specific process or was this more informal?

How was that experience?

What would have made the experience better?



Goals that can be addressed using PII

Increase child social communication skills

Increase child language & communication skills

Decrease child problem behavior

Teach children play routines and improve play skills

Increase parent/caregiver knowledge, skills and satisfaction

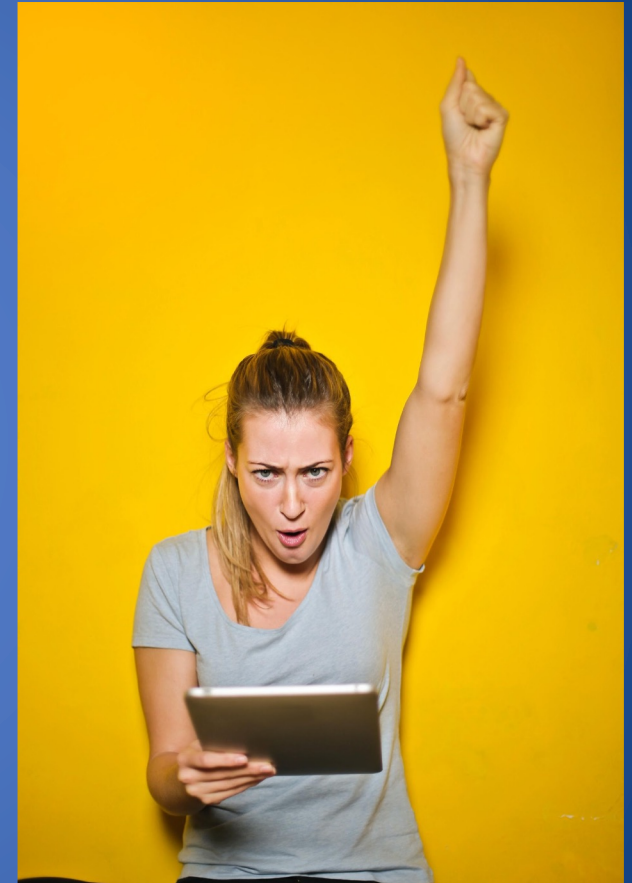
Improve quality of child interactions

Facilitate school readiness



Benefits of PII for Parents

Using a family-centered approach may lead to increased parent/caregiver self-confidence in their ability to participate in and implement the PII (i.e. empowerment), and may lead to decreases in stress.



Important components to successful family-centered practices

- Family collaboration (working together with families)
- Family capacity building (honoring families as active participants and ensuring that they have the necessary information and resources so they are informed consumers, confident and empowered in their ability to implement the intervention).



Common PII Strategies

- Imitate what the child is doing
- Follow the child's lead
- Allow the child to make choices
- Play back and forth with sounds and objects
- Expand on what the child is already doing
- Use the child's preferred items and interests in play



Examples

Let's listen to three different professionals share how they used PII

- Home Based Early-Interventionist
- Preschool Special Education Teacher
- Elementary Speech and Language Pathologist



AFIRM

Autism Focused Intervention
Resources and Modules

Ready Set Go.....

Step #1 Planning

Step #2 Using


Step #3 Monitoring



Step 1: Planning for PII



- 1.1 Identify Strengths and area of need
 - Use the PII Strengths and Areas of Need Determination Form

 **Video Story:**
Identifying Strengths and Areas of Need

Key Points

- Watch the as practitioner asks the mother about the strengths and areas of need for her child
- Notice the family-centered practices used by the practitioner

AFIRM
E-LEARNING MODULE

Plan for PII:
Identify Strengths

PII

Parent Implemented Interventions

02:47 / 02:47

▶ Video Transcript

---PII Strengths & Areas of Need Determination Worksheet---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Family-centered practices build upon child and family individual strengths and include families and parents as active participants in intervention planning and decision-making.

Observation of Parent and Child Playing (~10 minutes):

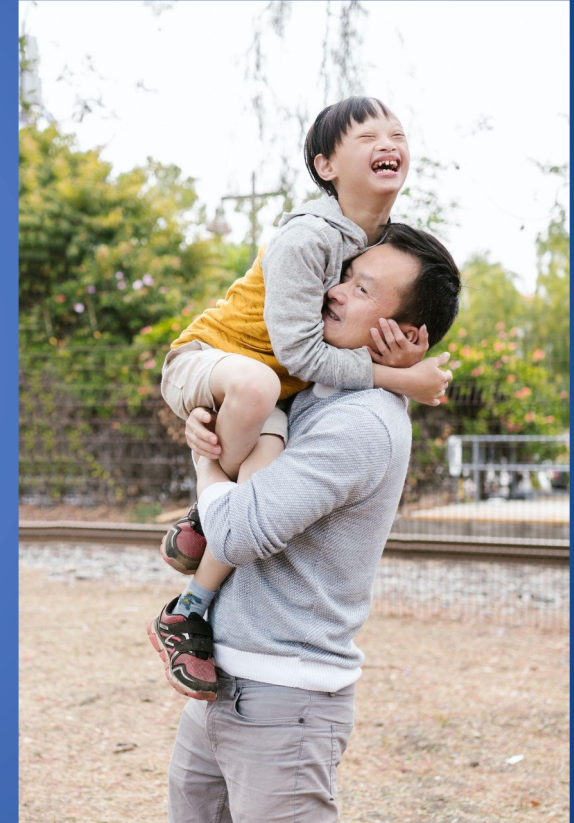
Questions	Notes	Strengths / Areas of Need?
<i>In what play activities do child and parent engage?</i>		Strengths: Areas of Need:
<i>Which play activities seem enjoyable or less enjoyable?</i>		Strengths: Areas of Need:
<i>Does the child show interest in the parent when playing? When and when not?</i>		Strengths: Areas of Need:
<i>In what ways does the parent attempt to gain the child's attention?</i>		Strengths: Areas of Need:



Step 1: Planning for PII



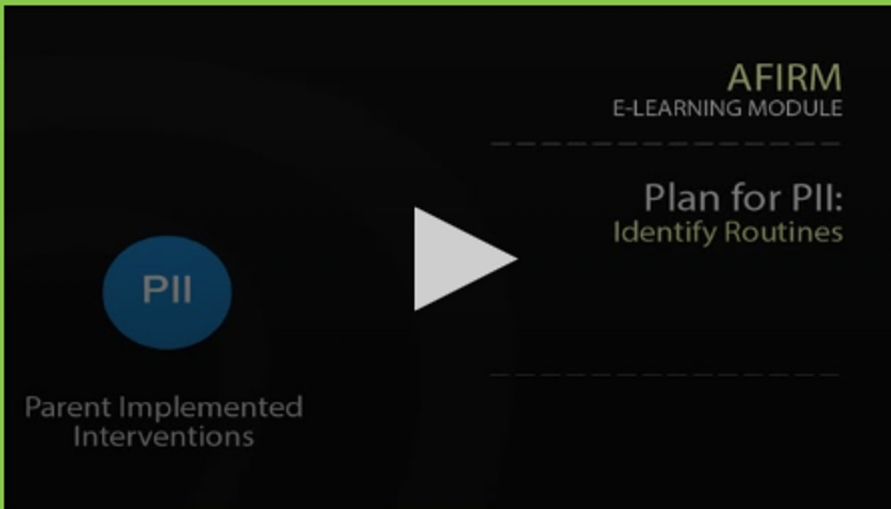
- 1.1 Identify Strengths and area of need
 - Use the PII Strengths and Areas of Need Determination Form
- 1.2 Identify Routines and Activities
 - Use the PII Routines Determination Form to help the parent/caregiver identify times when to use PII



Identifying Routines and Activities



Video Story: Identifying Routines



▶ Video Transcript

Key Points

- Watch as the practitioner talks with the mother about family routines and activities.
- Think about how the practitioner guides the mother through the process.

---PII Routines Determination---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Consider using this form to determine when to implement PII at home.

Routine/Activity	Child Enjoyment Level (circle)	Barriers / Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for PII? (circle)
Morning Routines				
Wake Up	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Dressing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Brush Teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				
Afternoon Routines				
Playtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Nap	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
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Step 1: Planning for PII

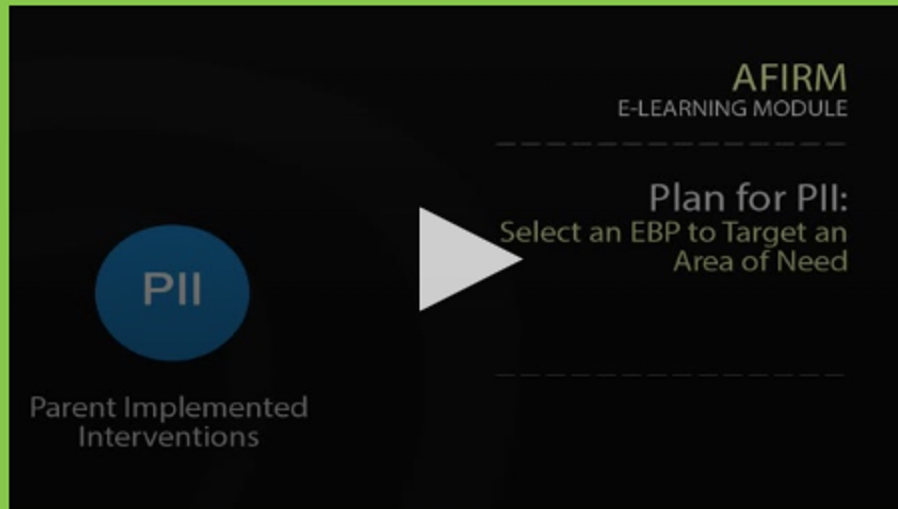


- 1.1 Identify Strengths and area of need
 - Use the PII Strengths and Areas of Need Determination Form
- 1.2 Identify Routines and Activities
 - Use the PII Routines Determination Form to help the parent/caregiver identify times when to use PII
- 1.3 Select EBPs to target areas of need
 - Use the selecting an EBP module and Domain Matrix
- 1.4 Discuss Selected EBP
 - Use affirm modules and materials to explain the EBP to the parent/caregiver

Selecting an EBP



Video Story: Selecting an EBP



▶ Video Transcript

Key Points

- Watch as the practitioner reviews potential EBPs with the mother
- Notice how the practitioner provides information about the EBPs

Suggestions for selecting an EBP

- If the child engages in disruptive behaviors which prevents him or her from participating in everyday routines and activities, and this concerns the parent -> Consider conducting a **Functional Behavior Assessment** and using **Antecedent-based Intervention**
- If the child does not play with relational play toys (i.e. shape sorters, puzzles, etc.) and this concerns the parent -> Consider **Prompting**
- If the child does not engage in appropriate play with objects and the parent would like him or her to do so -> Consider **Modeling** and **Visual Supports**
- If there are specific social routines and activities in which the child struggles and the parent would like the child to participate -> Consider **Social Narratives**

---Overview of Foundational EBPs---

Foundational practices form the base of supports for learners with ASD and are often used with other evidence-based practices.

R+

Reinforcement (R+): If a consequence increases the probability that a behavior will occur again, it is a reinforcer. Positive reinforcement involves offering incentives to increase behavior.

PP

Prompting (PP): Procedures include support given to learners to assist them in using a specific skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill. Types of prompts include verbal prompts, gestural prompts, visual prompts, model prompts, and physical prompts.

TD

Time Delay (TD): Time delay focuses on fading the use of prompts during instructional activities and has been demonstrated to be effective with skills in the academic, communication, play, and social domains.

MD

Modeling (MD): Modeling involves an adult or peer providing a demonstration of the target behavior that should result in an imitation of the target behavior by the learner.

TA

Task Analysis (TA): Task analysis breaks a skill into smaller, more manageable steps in order to teach the skill. As smaller steps are mastered, learners become more independent in performing more complex tasks, including physical or routines (e.g., self-care, work tasks).

VS

Visual Supports (VS): Visual supports involve any tool presented visually that supports an individual as he or she moves through the day and are applicable to many skill domains. Visual supports might include: pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts

For more
information, visit:
www.afirm.fpg.unc.edu

Checking In

A practitioner and parent decide that a learner's challenging behaviors, including screaming and tantruming, are to be targeted using PII.

What might be a good starting point?

- ▶ Functional Behavior Assessment
- ▶ Prompting
- ▶ Reinforcers
- ▶ None of the above



Step 2: Planning for PII



- 1.5 Identify Reinforcers
 - Use the PII Reinforcer Checklist to help identify reinforcers





Autism Focused Intervention
Resources & Modules

---PII Reinforcer Checklist---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Use the reinforcer checklist to help identify appropriate reinforcers. This list includes some generic items/foods/interests, but keep in mind that a reinforcer may be anything that is interesting and motivating to the learner.

Foods for Snacks/Mealtime Routines:

- | | | |
|--|---------------------------------------|------------------------------------|
| <input type="checkbox"/> Goldfish | <input type="checkbox"/> French Fries | <input type="checkbox"/> Ice Cream |
| <input type="checkbox"/> Pizza | <input type="checkbox"/> Pretzels | <input type="checkbox"/> |
| <input type="checkbox"/> Chicken Nuggets | <input type="checkbox"/> Chips | <input type="checkbox"/> |
| <input type="checkbox"/> Fruit | <input type="checkbox"/> Cheese | <input type="checkbox"/> |

Games for Play Routines:

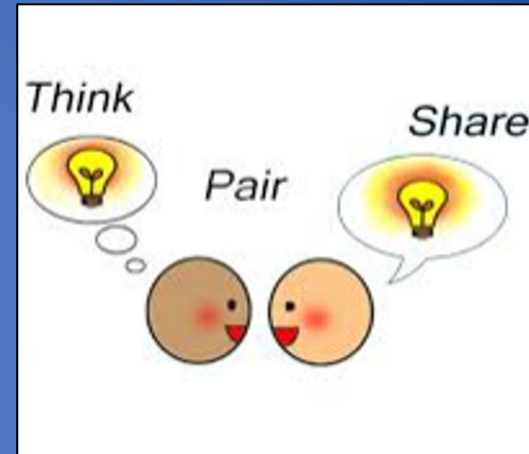
- | | | |
|---|---------------------------------------|--------------------------|
| <input type="checkbox"/> Peek-a-boo | <input type="checkbox"/> Pat-a-Cake | <input type="checkbox"/> |
| <input type="checkbox"/> Chase | <input type="checkbox"/> Tickle games | <input type="checkbox"/> |
| <input type="checkbox"/> Burrito games with a blanket | <input type="checkbox"/> | <input type="checkbox"/> |

Toys for Play Routines:

- | | | |
|--|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Trains and Cars | <input type="checkbox"/> Computer | <input type="checkbox"/> Books |
| <input type="checkbox"/> Legos | <input type="checkbox"/> Puzzles | <input type="checkbox"/> |
| <input type="checkbox"/> Remote controls | <input type="checkbox"/> Noisy toys | <input type="checkbox"/> |
| <input type="checkbox"/> Phones | <input type="checkbox"/> Doll house | <input type="checkbox"/> |

Activities Routines:

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> Movies | <input type="checkbox"/> Restaurant | <input type="checkbox"/> Music |
| <input type="checkbox"/> TV Shows | <input type="checkbox"/> Art | <input type="checkbox"/> |
| <input type="checkbox"/> Swimming | <input type="checkbox"/> Video Games | <input type="checkbox"/> |
| <input type="checkbox"/> Park/Playground | <input type="checkbox"/> Computers/Technology | <input type="checkbox"/> |



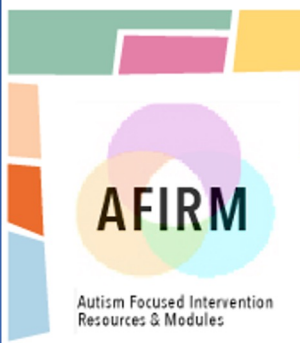
For more
information, visit:
www.afirm.fpg.unc.edu

Step 2: Planning for PII



- 1.5 Identify Reinforcers
 - Use the PII Reinforcer Checklist to help identify reinforcers
- 1.6 Develop an Implementation Plan with the Parent
 - Use the PII Planning Worksheet with the parent/caregiver to develop a plan to use PII





Parent Implemented Intervention (PII)

---PII Planning Worksheet-Example---

Learner's Name: Beatrice Date/Time: _____

Observer(s): _____

Target Behavior: Tantrums when it is time to end a preferred activity and move on to the next

Strengths	Child: <i>Enjoy time together singing meals, swinging</i>	Family: <i>Enjoy time together singing meals, swinging</i>
Areas of Need	Child: <i>Transitions between activities</i>	Family:
Selected EBP(s)	<input checked="" type="checkbox"/> Visual Supports: First-then boards to let Beatrice know what is coming next & visual timer so child can see when activity is coming to an end <input checked="" type="checkbox"/> Other: Thomas the Train or goldfish as a reinforcer when Beatrice transitions calmly and smoothly	
Routines and Activities to Try EBP(s)	<input type="checkbox"/> Mealtime <input checked="" type="checkbox"/> Playtime <input checked="" type="checkbox"/> Family Outing <input checked="" type="checkbox"/> Bath time <input type="checkbox"/> Dressing <input type="checkbox"/> Other: <input type="checkbox"/> Bedtime	
Potential Barriers		Potential Solutions
Might be outside home and not have access to board or timer Child may begin tantrum when he sees the board or timer		Make multiple copies of board and pictures to keep in various locations Be persistent and consistent Provide reinforcement when child stays calm through transition
Additional Notes		

For more information, visit:
www.afirm.fpg.unc.edu

Step 1: Planning for PII



- 1.5 Identify Reinforcers
 - Use the PII Reinforcer Checklist to help identify reinforcers
- 1.6 Develop an Implementation Plan with the Parent
 - Use the PII Planning Worksheet with the parent/caregiver to develop a plan to use PII
- 1.7 Develop Data Collection Plan with Parent
 - Use the PII Parent Data Log to help the parent/caregiver collect data on the target behavior or skill
- 1.8 Prepare Materials

Parent Implemented Intervention (PII)



Autism Focused Intervention Resources & Modules

---PII Parent Data Log ---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Monitor your child and their use of the target skill during routines and activities to determine if your child has made progress.

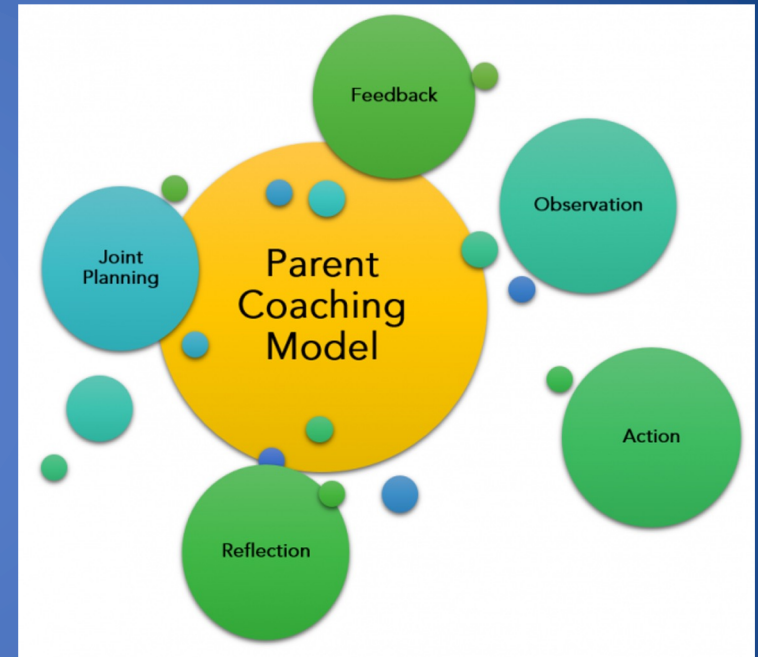
Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs Used (check)
		<input type="checkbox"/> Mealttime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				
		<input type="checkbox"/> Mealttime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs Used (check)
		<input type="checkbox"/> Mealttime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:	<input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Grandma <input type="checkbox"/> Grandpa <input type="checkbox"/> Caregiver <input type="checkbox"/> Other:	EBP: <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				
Additional Notes:				
How do you think that went?				
Did you encounter any challenges implementing the EBP?				
At which points did you see the EBP working?				
What could you have done differently?				
Do you feel comfortable implementing this EBP?				
Did your child respond positively to reinforcers?				
Did your child seem to enjoy the activity?				
Other Notes:				

Step 2: Using

- 2.1 Arrange environment to address goals
- 2.2 Follow the coaching cycle
 - Use the PII Constructive Feedback Suggestions to provide constructive feedback .

Practitioners should individualize coaching to meet each family's needs. So, coaching does not require a set amount of time to be spent in any given phase.



Coaching Cycle

- Model the EBP
- Parent Practices the EBP (while coach observes)
- Allow time for parent/caregiver to reflect
- Provide Feedback
- Joint Planning



Coaching parent/caregivers

Some questions to ask yourself as you coach parents in PII include:

- Is the parent enjoying PII?
- Is the child enjoying PII?
- Should I provide more or less feedback?
- Am I allowing the parent to reflect on their implementation?
- Am I encouraging the parent to identify problems/barriers and suggested solutions?
- Am I providing the parent ample practice time and does the parent appear comfortable implementing PII?
- Am I providing positive feedback and encouragement to the parent along with constructive feedback?

Step 2: Using

- 2.1 Arrange environment to address goals
- 2.2 Follow the coaching cycle
 - Use the PII Constructive Feedback Suggestions to provide constructive feedback.
- 2.3 Problem-solve to continue working on selected EBP
 - Use the PII Problem-solving Guide to help you facilitate the parent/caregiver to problem-solve.
- 2.4 Continuously Coach

Applying what we have learned

Case Example

John has started PII with a 4-year-old girl named Melissa. John does home visits in the afternoon when Melissa is home from preschool. John and Melissa's mom have decided to use the EBP, social narratives to help Melissa when she loses at simple games and board games. John and Melissa's mom wrote a social narrative together about a little girl who plays Candy Land and really wants to win, but ends up losing and learns to give herself a squeeze and take a deep breath in order to cope. John reads the narrative with Melissa and plays Candy Land with her. Melissa wins when playing with John. Then John suggests that Melissa's mom try it. So, she reads the narrative with Melissa, and then begins the game. John reminds Melissa's mom to keep the narrative close by in case she needs to use it. Melissa and her mom play the game and Melissa loses. Melissa starts to get upset and her mom says, "Calm down." John reminds Melissa's mom to use the narrative to help guide Melissa in breathing and giving herself a squeeze. Melissa's mom uses the social narrative and Melissa successfully calms herself. Following the game, John asks Melissa's mom how she thinks it went. She mentioned that she should have used the social narrative sooner, but overall, she thinks Melissa is responding well to the narrative.

Identify the coaching element?

John and Melissa's mom have decided to use the EBP of social narrative to help Melissa when she loses at simple games and board games. John and Melissa's mom wrote a social narrative together of a little girl who plays Candy Land and really wants to win, but ends up losing and learns to give herself a squeeze and take a deep breath in order to cope.

- Joint Planning
- Observation/Modeling
- Action
- Feedback
- Reflection



Identify the coaching element?

Following the game, John asks Melissa's mom how she thinks it went. She mentioned that she should have used the social narrative sooner, but overall, she thinks Melissa is responding well to the narrative

- Joint Planning
- Observation/Modeling
- Action
- Feedback
- Reflection



Identify the coaching element?

John reminds Melissa's mom to keep the narrative close by in case she needs to use it. John reminds Melissa's mom to use the narrative to help guide Melissa in breathing and giving herself a squeeze.

- Joint Planning
- Observation/Modeling
- Action
- Feedback
- Reflection



Identify the coaching element?

Then John suggests that Melissa's mom try it. Therefore, she reads the narrative with Melissa, and then begins the game. Melissa and her mom play the game and Melissa loses. Melissa starts to get upset and her mom says, "Calm down." Melissa's mom uses it and Melissa successfully calms herself.

- Joint Planning
- Observation/Modeling
- Action
- Feedback
- Reflection



Identify the coaching element?

John reads the narrative with Melissa and plays Candy Land with her

- Joint Planning
- Observation/Modeling
- Action
- Feedback
- Reflection



Step 3: Monitoring

- 3.1 Review Collected Data
- 3.2 Revisit Accomplished Skills
 - Use the PII Constructive Feedback Suggestions to provide constructive feedback.
- 3.3 Determine Next Steps
 - Use the PII Problem-solving Guide to help you facilitate the parent to problem-solve.

3.1 Review collected data

Look over data collected by parent and discuss with parent how everything is going during implementation. You may problem solve together with parents about encountered barriers while reviewing data.

3.2 Revisit accomplished skills

When parents have implemented a few different EBPs and/or targeted a few different learner goals, it might be helpful to revisit some of the already accomplished learner skills. This can build parent and learner confidence in addition to ensuring that skills are maintained.

3.3 Determine next steps

Decide with the parent when a learner has mastered a skill or behavior and what the next steps should be. You might move on to another EBP or use the same EBP with a different target or goal.

If the learner with ASD is not showing progress with parent implemented interventions, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Did a functional behavior assessment (FBA) indicate the function of the behavior?
- Are the PII strategies addressing the function of the interfering behavior?
- Is PII implemented with fidelity? (Implementation Checklist)
- Is the behavior being targeted during appropriate routines and activities?
- Are there potential distractions pulling the learner's attention away from the goal?
- Is reinforcement being used with the PII? If so, is the learner aware of reinforcement because of participation in PII? Is the reinforcer still a preferred item for the learner?
- Is the goal still a priority for the parents and family?

If these issues have been addressed and the learner with ASD continues to not show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

Manualized Interventions Meeting Criteria (MIMCs) for Parent Implemented Interventions

- MIMCs are interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP.
- These were grouped them within established EBP categories
- In addition to having sufficient evidence, MIMCs had to have clearly established manualized procedures or software



Project ImPACT

Project ImPACT is recognized as one of the most effective coaching programs for parent/caregivers of young children with autism spectrum disorder (ASD) and related social communication delays.

Project ImPACT teaches parent/caregivers strategies they can use to help their child develop social, communication, imitation, and play skills during daily routines and activities. It is supported by research and based on developmental science and applied behavioral analysis (ABA) principles.

<https://www.project-impact.org/>



www.captain.ca.gov





The Triple P- Positive Parenting Program

A parenting and family support system designed to prevent – as well as treat – behavioral and emotional problems in children and teenagers. It aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realize their potential.

It draws on social learning, cognitive behavioral and developmental theory as well as research into risk factors associated with the development of social and behavioral problems in children. It aims to equip parent/caregivers with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support.

<https://www.triplep.net/glo-en/find-out-about-triple-p/triple-p-in-a-nutshell/>



www.captain.ca.gov



Parent Implemented Intervention (PII) ---Implementation Checklist---

Before you start:

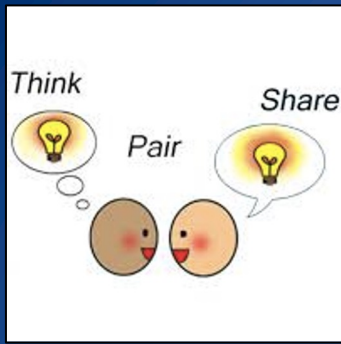
Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation	1	2	3	4
Date					
Observer's Initials					
Step 1: Planning					
1.1 Identify strengths and areas of need					
1.2 Identify routines and activities					
1.3 Select EBP to target areas of need					
1.4 Provide information and discussion around selected EBP					
1.5 Identify reinforcers					
1.6 Develop implementation plan with parent					
1.7 Develop data collection plan with parent					
1.8 Prepare materials					
Step 2: Using					
2.1 Arrange environment to address goals					
2.2 Follow the coaching cycle:					
<input type="checkbox"/> Model selected EBP for parent					
<input type="checkbox"/> Parent practices EBP with learner					
<input type="checkbox"/> Allow time for parent to reflect and discuss					
<input type="checkbox"/> Provide feedback					
2.3 Problem-solve to continue work on the selected EBP					
2.4 Continuously coach and individualize approach					
Step 3: Monitoring					
3.1 Collect and analyze data on target behavior					
3.2 Revisit accomplished skills					
3.3 Determine next steps based on learner's progress					

Next Steps



My Takeaways

1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?

Post Training Survey

Please complete the
**Post Training
Survey**





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