



Parent Implemented - Intervention for Children with Autism: Positive Behavior Supports at Home

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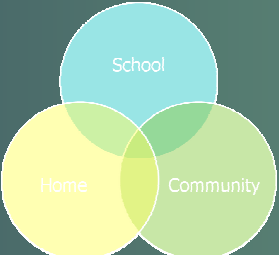
Session Topics

- Definition of parent-implemented intervention
- Benefits for child and family
- Measures of efficacy
- Essential components

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What is Parent-Implemented Intervention?



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Common Skills Targeted

- Increase communication
- Functional communication
- Social communication skills
- Initiations
- Conversation skills
- Spontaneous language
- Use of augmentative and alternative communication
- Joint attention
- Language in play
- Reduce interfering behaviors
- Increase compliance
- Reduce aggression
- Reduce disruptive behaviors

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4



Benefits of Parent-Implemented Intervention

- 1) Allows intervention to be applied at an earlier age
- 2) Allows continual opportunities for learning in a range of situations
- 3) Aids in generalization of skills
- 4) Provides consistent management of behaviors
- 5) Provides profit to parents and entire family through increased parent confidence, reduced stress, and improved family functioning

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5



Measures of Efficacy

Koegel, Koegel, Harrower, & Carter (1999)

- Family/environment "goodness of fit"
- Parents' implementation (frequency & fidelity)
- Parents' generalization to novel skills/situations
- Parents' concerns/issues/values

Symon (2001)

- Cost-benefit analysis



Three Essential Steps:

- 1) Determine needs of the family
- 2) Determine goals
- 3) Develop the intervention plan
- 4) Train parents
- 5) Implement the intervention
- 6) Monitor progress



Step 1 Determine Needs of the Family

- Areas of concerns and needs regarding the child
- Strengths of the child and family
- Child behaviors that impact family functioning
- Parent-child interactions including type, frequency, nature, and reciprocity of interactions
- Family activities, routines, and physical layout of the home
- Supports and resources within the immediate and extended family and community



Step 2 Determine Goals

- Address areas of concern and priority for the child, parents, and/or family members
- Create a positive impact on family functioning and not cause additional stress to the parents or family
- Can be implemented by parents with consistency
- Are appropriate for parents to implement in home and/or community settings



Goals

Stress

Access to community


Interaction patterns

Home disruption

Safety concern

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10



Goals: Examples

Jake will use a spoon to feed himself pudding, yogurt, and other viscous foods for a minimum of 10 bites during snack.


Megan will make a choice between two items visually presented by pointing to the desired item on at least 3 out of four occasions.

Jamar will independently complete the 5 steps of his bed time routine on Friday and Saturday evenings.

- Callie will state 3 things she did at school when asked by her parent.

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11



Goals: Examples

- Jake's sister will participate in motor exercises three times each week by **modeling** the exercises and interacting with Jake.
- Megan's brother will present two choices for a play activity and will play for five minutes.
- Paris will independently clean up her play area when visiting her grandmother.
- When asking Callie a question or giving an instruction, Callie's family members will first gain her attention by standing in front of her, tapping her on the shoulder, and pointing to his/her mouth.

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12



Step 3 Develop the Intervention Plan

- Incorporates intervention within the context where **target behaviors** occur
- incorporates intervention into **naturally occurring daily routines** to the maximum extent possible
- Includes practices that have an **evidence base** and have been shown to be effective when implemented by parents
- Includes instructional practices that are **compatible** with parent knowledge, characteristics, routines, and preferences



Step 3 Develop the Intervention Plan

- Instructional strategy broken down into step-by-step directions
- Frequency and duration of instruction
- When and where to provide instruction
- Who will implement
- Materials required
- How long to implement
- Consequences / reinforcement



Next Steps

- Parents are taught how to implement the intervention
 - Individualized
 - Assortment of training components
- Child and parent progress are monitored and adapted
- Capacity is expanded
 - Other skills addressed
 - Generalized to other behaviors



Questions
