PARENT MANUAL

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INTRODUCTION

Purpose: This manual is intended for use by parents participating in the Coach to Communicate (C2C) program. It provides details about C2C, pre-post assessments, materials and programs needed, C2C coaching procedures, and all evidence-based strategies which parents will learn. This manual can be used as a reference manual for parents.

About C2C

https://autism.tamu.edu/

The Coach To Communicate project provides a 1-hour instructional webinar at no cost for parents, caregivers, teachers, and service providers of children with autism spectrum disorder, as well as face-to-face/online individual parent coaching sessions specifically for parents. Participants will be instructed in how to improve the communication skills of their own children.

This project serves Texas parents, caregivers, teachers, or service providers who have a child up to age 22 with autism spectrum disorder or similar characteristics and who need instruction in communication skills.

Coach to Communicate Module (Online Self-Paced)
Parents and service providers may view a webinar on techniques to help improve their children's social communication skills.

- Less than 1 hour
- Can be accessed anytime
- Overview of parenting techniques intended to improve their child's social communication skills

Attend a free online webinar on ways to improve the communication skills of children and adolescents on the autism spectrum. *Service providers may also attend this webinar.*
The steps to complete this are as follows:
- Visit **https://prep.catalog.instructure.com/**
- Parents – Choose the **PREP Parent** course; Educators – Choose the **PREP** course (on the left)
- After submitting the registration form, you will need to confirm your email address. Look for an email from **Canvas Catalog** titled "*Please confirm your e-mail address – Texas A&M – Continuing & Professional Education*". Click on the link to complete registration, which will allow you to set your password and proceed to the training. (If you do not see this email, be sure to check your spam folder.)
- Complete the **Coach to Communicate** online module, along with a pre and post quiz to assess your learning of the materials.

Intensive Parent Coaching

Once the webinar is completed, parents can sign up for individual coaching sessions, if they wish. These are individualized coaching sessions that will coach parents to implement a communication intervention with their child. The child will also receive communication/behavioral assessments and an individualized communication parent treatment plan. Intensive parent coaching sessions include approximately 10 meetings, covering introduction/interview (1), treatment plan (1), coaching sessions (6), and follow-up maintenance sessions (2).

- One-on-one coaching
- Approximately 1-hour sessions
- Scheduled according to parent availability offered year-round
- Available in English or Spanish
- *Parents must first complete the online webinar before being eligible for parent coaching sessions*

Parents interested in additional training can be paired with an online coach for individual sessions to learn to teach social communication skills to their children. For free!
The steps to complete this are as follows:
- Fill out the consent and application form that follows completion of the *Coach to Communicate* webinar post-assessment.
- Complete a few short assessments that will be sent to you via email. These are used to help us determine the most effective plan for you and your child. (If you do not receive the assessment email within a few days of submitting your application form, please check your spam/junk folder, and/or email us at tamuauparent@tamu.edu.)
- Have weekly online meetings with a trained therapist. Meeting times will be set to fit your schedule and availability.

Targeted Parent Coaching

Parents can also sign up for individual targeted parent coaching sessions which are fewer sessions than the intensive parent coaching. These individual targeted parent coaching sessions are focused to coach parents in targeted and short communication behavior with their child. The child will also receive communication/behavioral assessments and an individualized communication parent treatment plan.

- Same procedures as with the "Intensive Parent Coaching" except the targeted training will be covered for 3-5 sessions only.

C2C Parent Coaching Plan Options
(Individual Parent Coaching)

When the webinar and assessments are completed, parents will meet with the coach for the interview session (Session 1). During this session, parents can choose whether to sign up for between intensive coaching sessions or targeted coaching sessions. In both intensive and targeted coaching sessions, parents will receive individualized communication parent treatment plans to implement a communication intervention with their child. The difference between those two types of coaching is the number of the sessions. Targeted coaching sessions include less coaching meetings than the intensive parent coaching. Please see the graphic below for more detailed information.
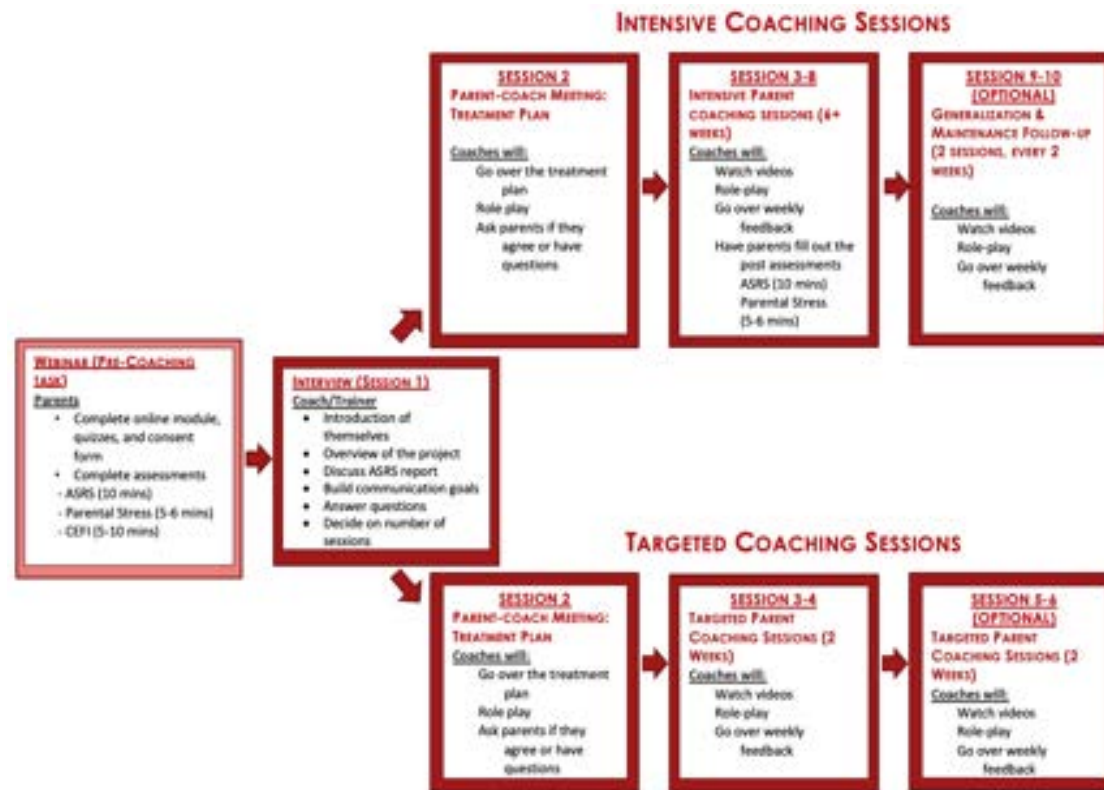
Webinar (Pre-coaching task)

Before continuing to the Webinar, the parent needs to complete the Background Information Survey. Then, the parents are welcome to move to modules at their own pace.

Important note: Parents wishing to apply for free individualized coaching sessions to learn how to better help your child improve communication skills must first complete the *Coach to Communication (C2C) module*.

Please complete the pre-assessment • participate in our webinar • complete the post-assessment • fill out our consent form

Visit https://prep.catalog.instructure.com/; Parents   ***Click here for PREP***

PREP Parents details

- Coach to Communicate (C2C)

Our Multimodal Communication webinar gives parents tools to help their child with autism spectrum disorder improve their communication skills. During coaching sessions, parents will learn to apply concepts introduced in the webinar to their own individual situations.

In addition to the *Coach to Communicate* module, parents are welcome to complete any of the following training modules, which can be accessed through both the PREP Parents and PREP (for educators) courses. Visit https://prep.catalog.instructure.com/ to access these training modules

We recommend the following training modules for parents:
- ❖ Behavior Reduction Trainings

  - ➢ Functions of Behavior
  - ➢ Antecedent Strategies
  - ➢ Extinction Procedures
  - ➢ Differential Reinforcement

- ❖ Skill Acquisition Training Modules:

  - ➢ Reinforcement
  - ➢ Fading
  - ➢ Generalization and Maintenance
- ❖ Functional Communication Training
- ❖ Assessment Training Modules:
  - ➢ Functional Behavioral Assessments
  - ➢ Conducting Preference Assessments
- ❖ Transitioning for Individuals with Autism

Pre/Post Assessments
(Child Assessments/Parent Assessment)

<u>Pre-Assessments</u>

After parents submit the application and consent form, the assessment coordinator will contact parents via email (tamuauparent@tamu.edu) with links to complete the child assessments. Information from these assessments will be used to help create the most effective communication treatment plan. Parents will complete the assessments including:

- **Autism Spectrum Rating Scale (ASRS;** Goldstein & Naglieri, 2009): Assesses total symptoms, social communication, and peer and adult socialization domains. It helps identify symptoms, behaviors, and associated features of ASDs in children and adolescents.
- **Comprehensive Executive Function Inventory Adult (CEFI Adult)**: Used to quantify an individual's level of executive function. In combination with other information, results from the CEFI Adult help calibrate an individual's level of executive function in the following areas: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory.
- **Parent Stress Scales**: We are using two scales that are combined:
  - <u>Parental Stress Scale</u>- contains 18 items representing pleasure or positive themes of parenthood (emotional benefits, self-enrichment, personal development) and negative components (demands on resources, opportunity costs and restrictions).
  - <u>Autism Parenting Stress Index</u>- contains 13 items that fall into 3 categories including the core social disability, difficult-to-manage behavior, and physical issues. The APSI was designed for clinical use to identify areas where parents need support with parenting skills, and to assess the effect of intervention on parenting stress.

The coach will review the results of the child assessments with the parents during the interview meeting session.

<u>Post-Assessments</u>
Toward the end of the parent coaching sessions, the parent will receive an email with links to complete post-assessments, including:

- **Autism Spectrum Rating Scale (ASRS)**
- **Parent Stress Scales**

Participant Policy

The purpose of participant policy is to help parents understand their responsibilities in the procedures of individual training sessions. Participant policy includes the process of cancelling a scheduled meeting and what parents need to do to participate in this project. C2C coach will explain the participant policy to each parent during the interview session.

Participant Policy

The following information is provided to help you understand your responsibilities in the procedures of individual training sessions. If you have any questions, please contact your therapist.

- What will I need to do to cancel a scheduled meeting?

If you need to cancel a scheduled meeting, please contact your therapist at least 24 hours ahead of the scheduled appointment. If you do not attend or do not cancel an appointment within 24 hours for more than two scheduled meetings, all of your remaining individual training sessions will be canceled.

- What will I need to do to participate in this project?
    - Attend all scheduled meetings.
    - Record and upload a short video of you and your child using the learned skills (at least 2 minutes long) 1 time a week.
    - Practice and use the skills to work with your child.
    - Discuss the treatment plan, each skill, performance feedback, and generalization opportunities for new or mastered skills with the therapist during each session.

<u>Privacy Policy</u>

The purpose of privacy policy is to explain to parents what kinds of personal information we gather from them, the use of their personal information storage, and how we stored and secured their information. The privacy policy describes the steps C2C staff are taking to ensure parent's confidentiality and give them options for their video usage and storage. C2C coach will go over the privacy policy to each parent during the interview session.

Privacy Policy
Coach to Communicate

- We collect your personal information (first name and last name, email address, phone number, address, etc.) for the purpose of project services. However, we will not share your personal information with other individuals or third parties without your permission. We will use an ID which contains only your initial and numbers not identifiable to you in all documents.
- Video recording, provided by you, will be stored securely on password-protected TAMU devices or password protected cloud servers, following TAMU security guidelines and only project staff will have access to the recordings.
- Any recordings will be kept for 2 years and then deleted, unless you give permission to use these recordings for conference or training presentations.
- Only project staff can access each individuals' folder that is stored in the cloud servers. We will share the drive to parents to upload and review documents. Parents cannot access any other individual's folders.
- Project staff will review all videos and documents in their private office including meetings with parents. All videos and documents will not be shared with other individuals or third parties.
- Coach will ask the parent for the best way that parent would like to be contacted (email, text, or both).

Individual Parent Coaching

Materials needed

- Laptop/Tablet/Smartphone
- Microphone
- High-speed internet devices
- AAC devices (if needed) (i.g., picture exchange, speech generating devices)

Programs needed

- Zoom (pg. 11)
- Google drive (pg. 12)
- Go-Talk Now (if needed for speech generating devices) (pg. 13)

[Zoom] **Application**

How to download Zoom application on iPad/iPhone

Step 1: Open the App store

Step 2: Search for "Zoom"   on the search bar

Step 3: Join a meeting by typing the meeting room number or click the link that the coach sent it to you.
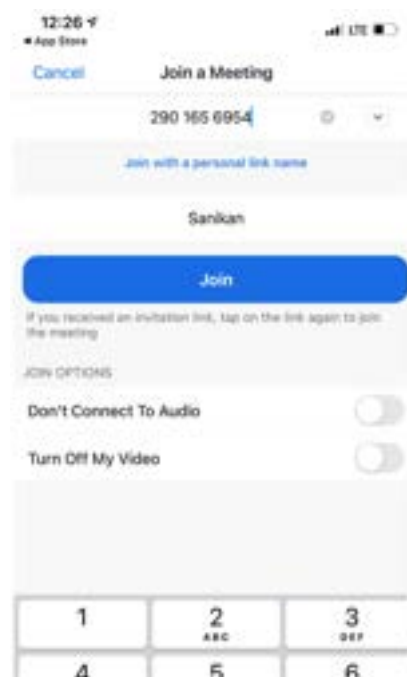
Google Drive Application

       The coach and parent will use a google drive folder to exchange information (e.g., treatment plan form, weekly feedback form, weekly videos, assessments, and graph).

How to upload video to google drive

1. Create a Gmail account
2. Go to drive.google.com *or* click the google drive link that you received from the coach to connect to the "Parent Folder"
3. Go to "**Uploaded Video Here**" folder
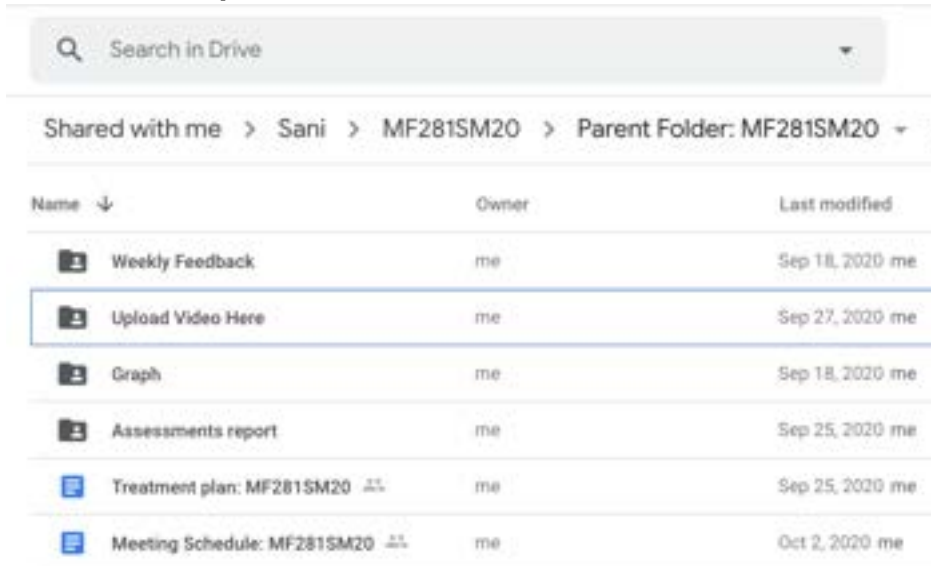
4. Click the right button on your mouse and click Upload files (See picture below)
5. Choose the file you want to upload
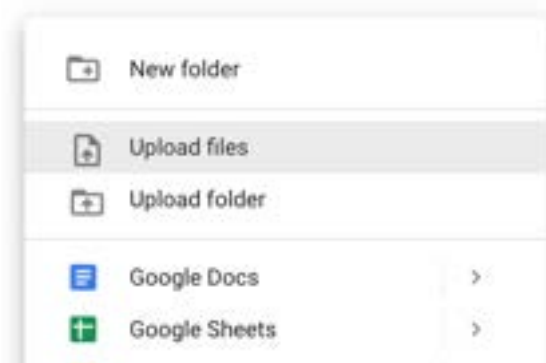
[GoTalk NOW](#) User Guide

How-To Download Free-GoTalk NOW Application on iPad
- Go to Application icon
- Search for "GoTalk NOW" on the search bar
- Click "GET" to download the program

GoTalk NOW [4+]
Attainment Company
★★★★★ 3.3 • 8 Ratings
$99.99 · Offers In-App Purchases

iPad Screenshots

Attainment has been making augmentative and alternative communication (AAC) tools for 25 years. Our experience is front and center in GoTalk NOW, a flexible, easy-to-use, yet powerful app for people who have difficulty speaking.

NOW combines the simplicity of GoTalks (Attainment's popular original AAC device) with the dynamic ... more

What's New   Version History

New in 5.0.2   Version 5.0.2
• Fixed a bug affecting the display of buttons in the Express Bar.
• Fixed some display issues.

New in 5.0.0   more

GoTalk-Now website for the user's h=guide:
https://www.attainmentcompany.com/gotalk-now

Example of Weekly Feedback

Parents will receive weekly feedback from their coach, during the scheduled online meetings. The details of intervention components and feedback are based on the weekly video that parents upload to the google drive.

Template: Example Weekly Feedback

Weekly Feedback & Data Collection Sheet

Participant ID: Date of meeting:

Therapist: Session #:

Child Outcomes

Directions: Indicate the number of occurred targeted behaviors

Description of Target behaviors/Skills	Can I have Statement		Accepting alternatives	
Number of behaviors per 2-min video	Prompted	Independent	Prompted	Independent
	% Independent=		% Independent=	

Parent Implementation of Intervention Components

Criteria	Yes(Y)/Needs improvement(N)/Not Applicable(N/A)		Therapist Feedback
	Can I have Statement	Accepting alternatives	
Guidelines for Incentivizing Communication			
Prepare the natural environment with materials, people, and activities/routines that provide opportunities to teach communication.			
Incorporate motivation by using rewards, interspersing mastered skills, and praising			
Use communicative temptations and/or routine interruptions			
Guidelines for Teaching communicative modes (Behavioral Techniques)			
Errorless learning for new skills: Use errorless learning to verbally or physically prompt the child to use the appropriate communication skill.			
Model: The parent will model communication verbally and/or via physical modeling (e.g., creating phrase on AAC device, demonstrate a gesture, saying targeted behavior).			
Prompt: The parent will prompt the child to perform the targeted behavior (e.g., pointing to AAC device, saying first word of targeted phrase)			
Time Delay: Use progressive time delay to fade the prompt.			
Expand: Model new vocab (verbal, AAC); or longer sentences/phrases; conversational turns;			
Percent of correct implementation (Y/(Y+N)x100):	(/)x100= %		

Example of Graph
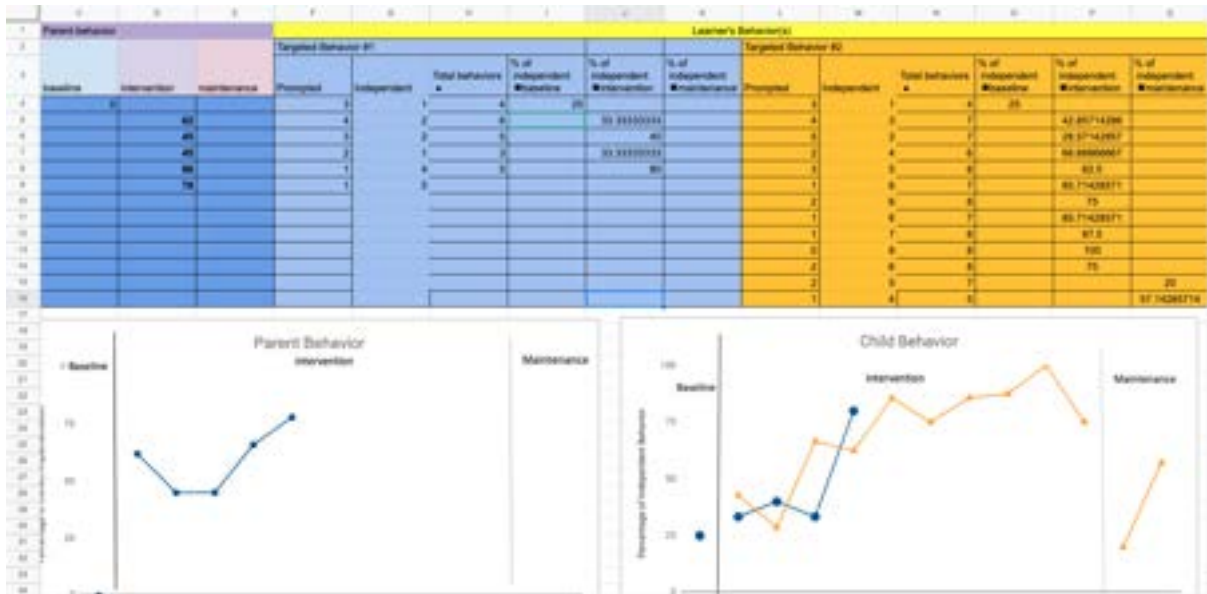
What Strategies Parents will Learn from Coach?

Coach to Communicate (C2C) Module

There are four evidence-based strategies that are easy to learn and effective for teaching and encouraging communication in individuals with autism spectrum disorder. The coach will advise each parent how to apply these four skills as they apply to their child's needs during the weekly individual parent coaching session.

- **Incentivizing communication**

- **Modeling**

- **Prompting**

- **Expanding**

This information is from our C2C module: Liao, C. Y., Ganz, J. B., Wattanawongwan, S., Yllades, V., Lyon, K., Fuller, M., & Clark, S. (2020). Coach 2 Communicate. *Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior.* Center on Disability and Development. Texas A&M University. College Station, Texas. Retrieved from: https://prep.catalog.instructure.com/courses/prepping
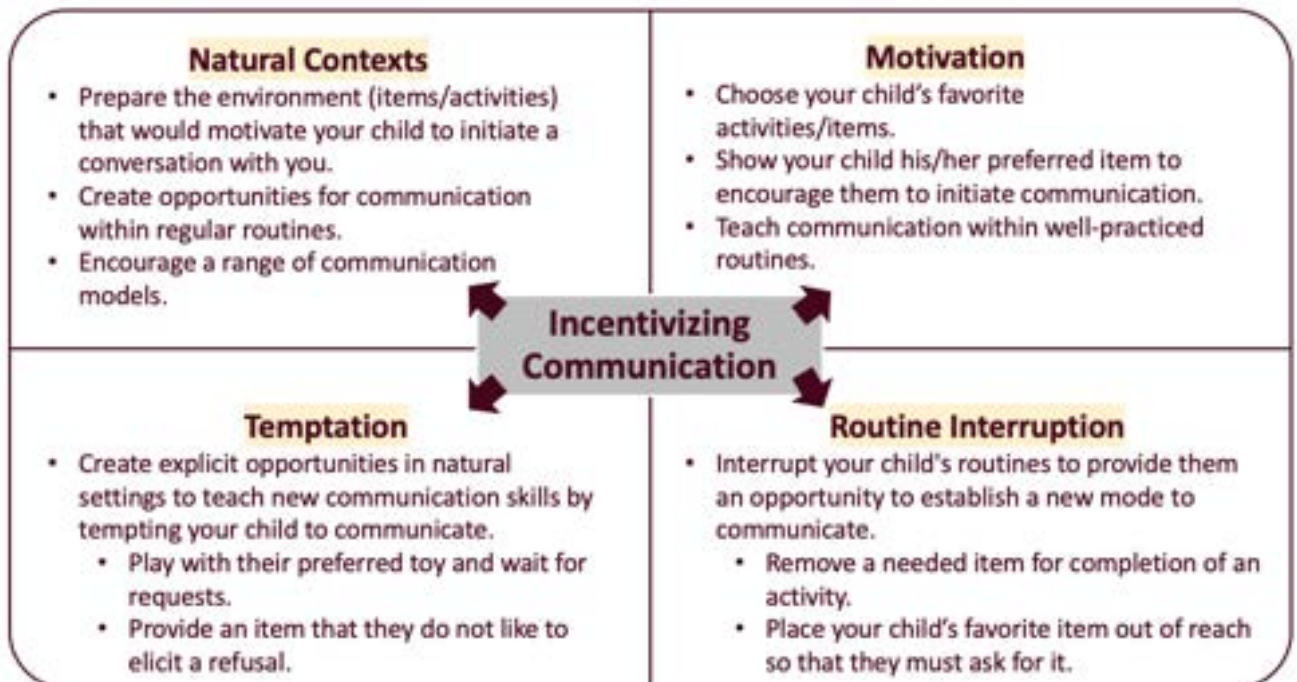
Incentivizing Communication

        Parents will learn how to use Incentivizing Communication strategies to increase opportunities for their child to communicate and interact with others. This strategy provides 4 sub-strategies which are:
- *Natural Contexts*
- *Motivation*
- *Temptation*
- *Routines Interruption*

Incentivizing Communication sub-strategies:

Natural Contexts
- Prepare the environment (items/activities) that would motivate your child to initiate a conversation with you.
- Create opportunities for communication within regular routines.
- Encourage a range of communication models.

Motivation
- Choose your child's favorite activities/items.
- Show your child his/her preferred item to encourage them to initiate communication.
- Teach communication within well-practiced routines.

Incentivizing Communication

Temptation
- Create explicit opportunities in natural settings to teach new communication skills by tempting your child to communicate.
  - Play with their preferred toy and wait for requests.
  - Provide an item that they do not like to elicit a refusal.

Routine Interruption
- Interrupt your child's routines to provide them an opportunity to establish a new mode to communicate.
  - Remove a needed item for completion of an activity.
  - Place your child's favorite item out of reach so that they must ask for it.

Modeling

Parents will learn how to provide a verbal cue or a visual example for practicing or demonstrating their child's communication skills or behavior.

Modeling strategy includes three components which are:

Step 1: Stay close to your child to provide opportunities for modeling and responding to your child's initiations.

Step 2: Be involved in your child's activities and communications.

Step 3: Model by saying or doing exactly the words/phrases that you would like your child to say (speech, augmentative communication, gestures).
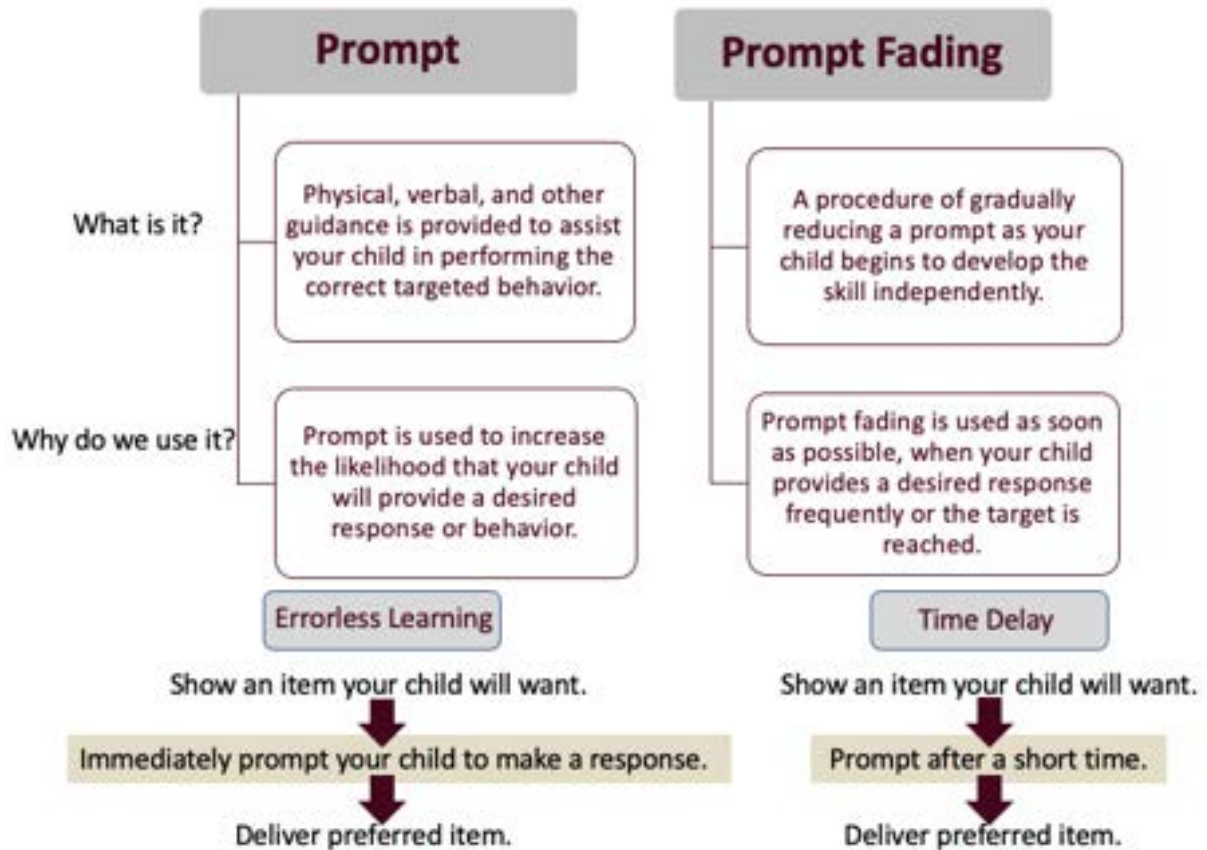

You and your son are playing blocks. You model how to use the speech-generating communication app to request. You push the button on the device, saying "Block, please" and look at your son and wait for him to push the button for requesting. He will do what you did to request the block. Tell him that he did a great job requesting for the block.

Prompt and Prompt fading
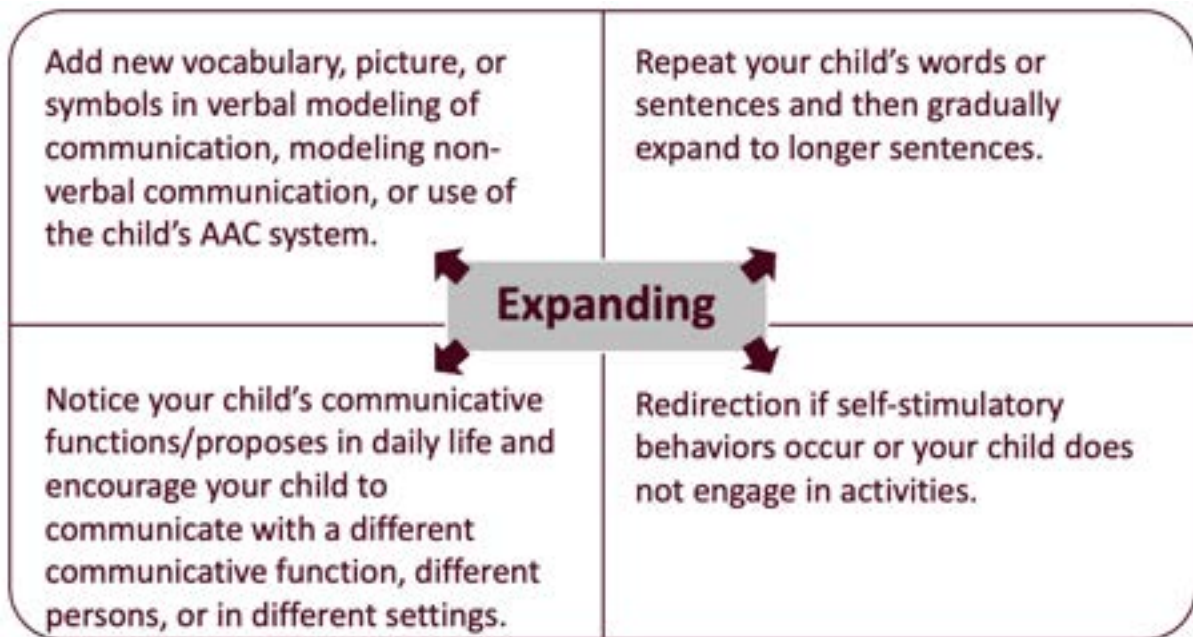## via Errorless Learning and Time Delay

Parents will learn how to use prompt and prompt fading strategies for providing assistance to their child in performing the correct targeted behavior. Parents will prompt new communication skills by using verbal, visual, or physical guidance. Then, parents also learn how to fade the prompt by slowly removing the prompts so their child will not become dependent on the prompt.

Prompt		Prompt Fading	
What is it?	Physical, verbal, and other guidance is provided to assist your child in performing the correct targeted behavior.	A procedure of gradually reducing a prompt as your child begins to develop the skill independently.	
Why do we use it?	Prompt is used to increase the likelihood that your child will provide a desired response or behavior.	Prompt fading is used as soon as possible, when your child provides a desired response frequently or the target is reached.	

Errorless Learning

Show an item your child will want.

⬇

Immediately prompt your child to make a response.

⬇

Deliver preferred item.

Time Delay

Show an item your child will want.

⬇

Prompt after a short time.

⬇

Deliver preferred item.

Mom physically prompts her child to use the communication device by immediately holding his hand to press the "Guitar, please" icon on his <u>app</u>*. Then, mom delivers the item to him.*

Expanding

Parents will learn how to use modeling or prompting strategy to add new words (verbally, picture, or symbols) to expand the words/phrases that the child has already mastered. Parents also are encouraged to use this strategy during their child's everyday routines, such as having lunch, brushing their teeth, or riding in a car. It is important this strategy be used with different persons and in different settings consistently over time.

Add new vocabulary, picture, or symbols in verbal modeling of communication, modeling non-verbal communication, or use of the child's AAC system.	Repeat your child's words or sentences and then gradually expand to longer sentences.
Expanding	
Notice your child's communicative functions/proposes in daily life and encourage your child to communicate with a different communicative function, different persons, or in different settings.	Redirection if self-stimulatory behaviors occur or your child does not engage in activities.

Example:

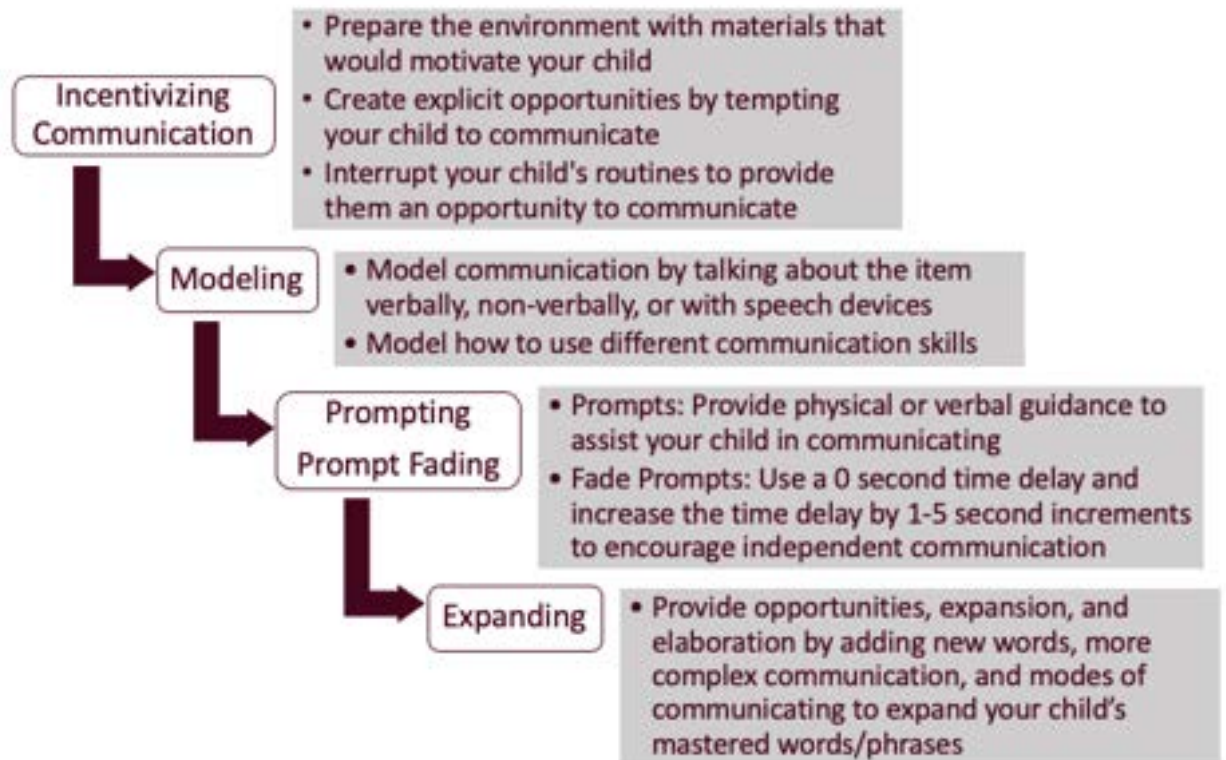Mom: Say, I want a guitar
Child: I want a guitar
Mom: Good job saying "I want a guitar", here is a red guitar!

Child: Cookies
Mom: Awesome asking for cookies! "Cookies, please"

Putting it all Together

The examples below combine the incentives for communication and the strategies to teach and encourage communication. Parents will learn how to apply all strategies (Incentivizing Communication, Modeling, Prompting, Prompt Fading, and Expanding) with their children to practice their communication skills.

Incentivizing Communication
- Prepare the environment with materials that would motivate your child
- Create explicit opportunities by tempting your child to communicate
- Interrupt your child's routines to provide them an opportunity to communicate

Modeling
- Model communication by talking about the item verbally, non-verbally, or with speech devices
- Model how to use different communication skills

Prompting Prompt Fading
- Prompts: Provide physical or verbal guidance to assist your child in communicating
- Fade Prompts: Use a 0 second time delay and increase the time delay by 1-5 second increments to encourage independent communication

Expanding
- Provide opportunities, expansion, and elaboration by adding new words, more complex communication, and modes of communicating to expand your child's mastered words/phrases

Guidelines for Parents

We provide the guidelines for each strategy for the parents. Parents can find for more details in this link: LINK

- Guidelines for Engaging in Errorless Learning
  - Gestures
  - Picture icons
  - Speech generating device
  - Verbal
- Prompting
  - Manual signs
  - Picture icons
  - Speech generating device
  - Verbal
- Modeling
  - Gestures
  - Manual signs
  - Picture icons
  - Speech generating device
- Expanding
  - Gestures
  - Manual signs
  - Speech generating device
  - Verbal

Additional Resources for Parents

- Center on Disability and Development
https://cdd.tamu.edu/

- Any projects at TAMU
https://cdd.tamu.edu/autism-projects/

- Directory of Community Resources for People with Disabilities
https://dcr.tamu.edu/

- Biobehavioral Literacy and Language Indicators for Neurodevelopmental Disorders in Children (BLINC)
https://blinc.tamu.edu/

- School Districts

- Education Services

- Professional Organizations

- Early Childhood Intervention Programs

- Practitioners papers about Parent Coaching
  - 5 tips for parents to build communication skills with children with autism spectrum disorder

Facebook Page: TAMU Coach to Communicate