

Evidence Based Parent Supports Pandemic Distance Learning

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AGENDA:

1. Warm up activity
2. The needs of parents
3. What do we know works?
4. Stages of Intervention
5. Parents and Teachers as Collaborative Partners tool
6. Conclusion

Warm UP

- X Are you a service provider or parent/family member /self advocate?
- X What is the single biggest barrier to supporting your student or child with distance learning?
- X What's your favorite halloween candy?

Our focus article for today's session:


Behavior Analysis in Practice
<https://doi.org/10.1007/s40617-020-00443-w>



DISCUSSION AND REVIEW PAPER



Telehealth for Family Guidance: Acceptance and Commitment Therapy, Parent-Focused Preference Assessment, and Activity-Based Instruction for the Support of Children with Autism Spectrum Disorder and Their Families

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Why this article?

Lessons learned from telehealth

Shared challenges - parent support and engagement

Applies evidence based practices such as preference assessments to new population - Parents.



Why has this pandemic been so hard?

- X Condition decline in several areas:
 - X Health risk
 - X Economic strain
 - X Separation of family and friends
 - X Psychological vulnerability
 - X Disruption of routines



What's needed for *Psychological Flexibility*

- X Recognize and adapt to situational demands
- X Remain aware and open to the present moment such that one can recognize and shift behavior strategies as required by situational demands
- X Actions that are congruent with one's deeply held values

(Hayes, Strosahl, & Wilson, 2012; Kashdan & Rottenberg, 2010)



Acceptance and Commitment Therapy

Incorporates concepts like “mindfulness” into more traditional ABA practices

Acceptance

- X Aware and open to “inevitable sadness” and stress of life
- X Recognition that joy and happiness will also occur

-Commitment

- X Understand what’s important to a person

Values-based

Acceptance and Commitment Therapy Principles

Values Clarification

Committed Actions

Mindfulness



Increases Positive
Reinforcement

Decreases Aversive
Control



Stage 1

Clarify parent values “The Miracle Question”

Do they match with committed actions?

Values



Grandmom stated:
“Working with Anthony on learning his letters is very important to me”

Actions

Grandmom does:

- help Anthony get dressed and fed
- help his siblings get dressed and fed
- has to work her shift
- take care of house
- REST!



Apply It!

School staff or service provider -

Would this step give you good information about why you're seeing parents struggle?

Have you noticed disconnects like this with families?

Parents-

Would this make you feel understood and/or valued?

Could this be insightful?



Stage 2

Parent Focused Preference Assessment

Information about high interests items or activities yields:

- X Increases in desired behaviors
- X improved quality of life



Stage 2 Parent Preference Assessment

What's so great about preference assessments?

- easy to do, time efficient
- discovery of highly motivating actions or items
- quickly incorporate that information into treatment or programming to increase behavioral momentum



Anthony's Grandmother

- playing card games with “grands”
- playing hide and go seek with “grands”
- likes to watch “sesame street”
- loves to listen to music all the time
- likes to clean her house

-



Apply it!

School Staff or Service Provider -

How could learning about parent preferences help with implementation of student supports?

Parents -

Have you ever had a service provider or teacher ask you about your interests or preferences? Do you think this would help with rapport?



Stage 3

Visually presented:

- X Parent Values
- X Parents preferences
- X Required materials
- X Child's treatment goals



Anthony's Plan

- Reviewing ABCs during a “go fish” card game
- Have ABC scavenger hunt while cleaning house
- Use plastic letters as tokens while playing hide and seek



Apply it!

School staff or service provider -

Would this be doable to link a students tasks with parent preferences?

Would it make it easier to support your child if you could make the task part of your routine or an interest of yours?



Stage 4

Behavior Skills Training :

Practice the ABI

- X Instruction
- X Modeling
- X Role play
- X Feedback

Data Collection



Apply It

- X What family activities could incorporate these strategies?
- X Does BST seem feasible with your technical capacities?

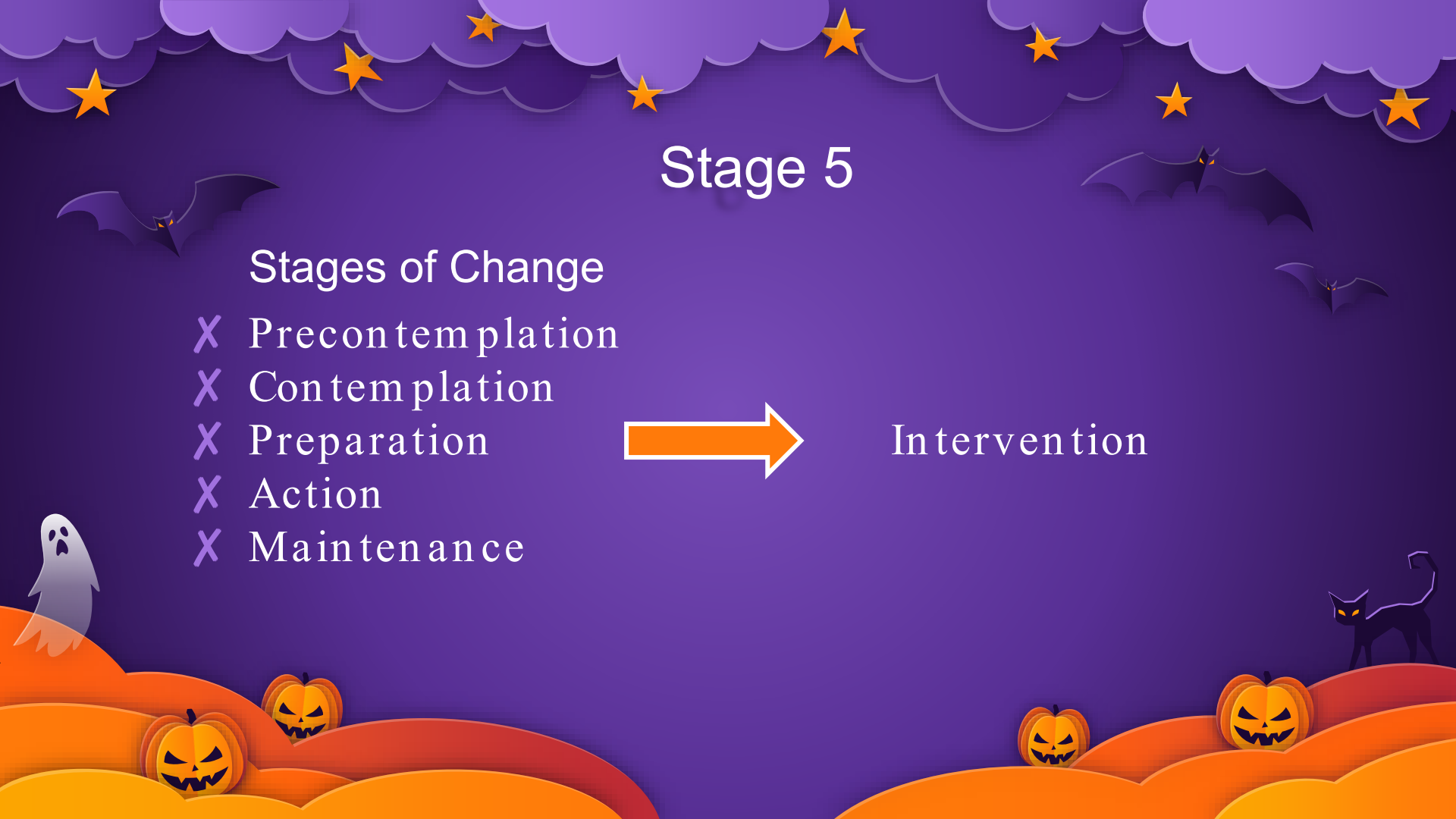
Stage 5

Stages of Change

- X Precontemplation
- X Contemplation
- X Preparation
- X Action
- X Maintenance



Intervention





PARENTS AND TEACHERS AS COLLABORATIVE PARTNERS

15 Questions to Help Teachers Help Parents Meet Their Child's Needs



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As special educators, we know that children and youth with special needs learn by doing. In order to support families in completing extension activities at home with their child who may have a significant disability, it is important for us to listen to families and find out more about the challenges they face. *This document is **not** designed to contribute to IEP development or implementation.* These 15 questions are designed to help you, as a special educator, learn more about the challenges families face at home when they attempt to meet their child with a significant disability's needs. Once you know the answers



PARENTS AND TEACHERS AS COLLABORATIVE PARTNERS

Building Learning into Natural Home Routines and Activities Plan



PARENT IDENTIFIED: With what is the activity or routine for which the parent seeks help?	PARENT IDENTIFIED: When will this activity or routine occur in the day?	PARENT IDENTIFIED: How often should the family try to practice the activity or routine?	PARENT IDENTIFIED: Which family members will teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What materials will the family need to implement the teaching?	TEACHER DEVELOPED AND RECOMMENDED: What are the steps the family should follow to teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What are the special tips the family to should try make the activity or routine go smoothly?

Parents and Teachers as Collaborative Partners

tool

- X How can this be applied within this model?
- X Have you all used this in your practice?

Community

Organization

Family

Client



Conclusion

- X Flexibility
 - X Service providers
 - X Families
 - X Students
 - X Systems
- X Collaboration between fields



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