



This overview  
brief will  
support your  
use of the  
evidence-based  
practice: Parent  
Implemented  
Intervention.

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## PARENT IMPLEMENTED INTERVENTION (PII) ---EBP Brief Packet---

### Components of the EBP Brief Packet...

This evidence-based practice overview on Parent Implemented Intervention includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *PII Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *PII Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor NI. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *PII Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *PII Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *PII Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to PII.
10. **Module References:** A list of numerical *References* utilized for the PII module.

#### Suggested citation:

Amsbary, J., & AFIRM Team. (2017). *Parent implemented intervention*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/parent-implemented-intervention>

## What is PII?

Many children with ASD have difficulty in their home environments during everyday routines and activities. Parents often desire to gain skills and practices that they can implement with their children throughout these routines and activities. Practitioners should use parent implemented interventions (PII) to train and coach parents to implement EBPs with their children throughout daily routines and activities. Parents are the primary implementers of PII, however, practitioners play a crucial role as the coach, encourager, and information provider.

## Evidence-base

Parent implemented interventions meets the evidence-based practice criteria set by NPDC with 11 single case design studies and 9 group design studies. The practice has been effective with learners in early intervention (0-2 years) to elementary school learners (6-11 years). Evidence-based practices (EBP) and studies included in the [2014 EBP report](#) detailed how parent implemented interventions can be used effectively to address: social, communication, joint attention, behavior, school-readiness, play, cognitive, adaptive, and academic outcomes.

## How Is PII Being Used?

PII may be used by a variety of professionals including early interventionists, early childhood special educators, elementary special educators, related service-providers (Speech and Language Pathologists, Occupational Therapists, etc.), and paraprofessionals in a variety of center-based, home-based, and community-based environments. PII is especially useful for practitioners who conduct home visits.

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## ---Evidence-base for Parent Implemented Intervention---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

### --OVERVIEW--

Parent implemented intervention involves modeling, coaching, and collaborating with parents in the process of training parents to implement EBPs throughout daily routines and activities. Parent implemented intervention meets the evidence-based practice criteria with 11 single case design studies and 9 group design studies. The practice has been effective with learners in early intervention (0-2 years) to elementary school learners (6-11 years). Studies included in the 2014 EBP report detailed how parent-implemented intervention can be used effectively to address: social, communication, joint attention, behavior, school-readiness, play, cognitive, adaptive, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
Social	Social	Social	No studies	No studies
Communication	Communication	Communication		
Joint Attention	Joint Attention			
Behavior	Behavior	Behavior		
School-Readiness	School-Readiness			
Play	Play	Play		
	Cognitive			
Adaptive	Adaptive	Adaptive		
Academic	Academic			

## Early intervention (0-2 years)

- \*Aldred, C., Green, J., & Adams, C. (2004). A new social communication intervention for children with autism: pilot randomised controlled treatment study suggesting effectiveness. *Journal of Child Psychology and Psychiatry*, 45(8), 1420-1430. doi: 10.1111/j.1469-7610.2004.00338.x
- \*Green, J., Charman, T., McConachie, H., Aldred, C., Slonims, V., Howlin, P., ... & Pickles, A. (2010). Parent-mediated communication-focused treatment in children with autism (PACT): a randomised controlled trial. *Lancet*, 375(9732), 2152. doi: 10.1016/S0140-6736(10)60587-9
- \*Jocelyn, L. J., Casiro, O. G., Beattie, D., Bow, J., & Kneisz, J. (1998). Treatment of children with autism: a randomized controlled trial to evaluate a caregiver-based intervention program in community day-care centers. *Journal of Developmental & Behavioral Pediatrics*, 19(5), 326-334. doi: 10.1097/00004703-199810000-00002
- \*Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Early Education and Development*, 11(4), 423-446. doi: 10.1207/s15566935eed1104\_4
- Kasari, C., Gulsrud, A. C., Wong, C., Kwon, S., & Locke, J. (2010). Randomized controlled caregiver mediated joint engagement intervention for toddlers with autism. *Journal of Autism and Developmental Disorders*, 40(9), 1045-1056. doi: 0.1007/s10803-010-0955-5
- \*Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, and Hearing Research*, 49(3), 466. doi: 10.1044/1092-4388(2006/036)
- \*Najdowski, A. C., Wallace, M. D., Reagon, K., Penrod, B., Higbee, T. S., & Tarbox, J. (2010). Utilizing a home - based parent training approach in the treatment of food selectivity. *Behavioral Interventions*, 25(2), 89-107. doi: 10.1002/bin.298
- \*Reagon, K. A., & Higbee, T. S. (2009). Parent - implemented script fading to promote play - based verbal initiations in children with autism. *Journal of Applied Behavior Analysis*, 42(3), 659-664. doi: 10.1901/jaba.2009.42-659
- \*Rocha, M. L., Schreibman, L., & Stahmer, A. C. (2007). Effectiveness of training parents to teach joint attention in children with autism. *Journal of Early Intervention*, 29(2), 154-172. doi: 10.1177/105381510702900207
- Schertz, H. H., & Odom, S. L. (2007). Promoting joint attention in toddlers with autism: A parent-mediated developmental model. *Journal of Autism and Developmental Disorders*, 37(8), 1562-1575. doi: 10.1007/s10803-006-0290-z
- \*Stahmer, A. C., & Gist, K. (2001). The effects of an accelerated parent education program on technique mastery and child outcome. *Journal of Positive Behavior Interventions*, 3(2), 75-82. doi: 10.1177/109830070100300203
- \*Symon, J. B. (2005). Expanding interventions for children with autism parents as trainers. *Journal of Positive Behavior Interventions*, 7(3), 159-173. doi: 10.1177/10983007050070030501

## Preschool (3-5 years)

- \*Aldred, C., Green, J., & Adams, C. (2004). A new social communication intervention for children with autism: pilot randomised controlled treatment study suggesting effectiveness. *Journal of Child Psychology and Psychiatry*, 45(8), 1420-1430. doi: 10.1111/j.1469-7610.2004.00338.x
- \*Green, J., Charman, T., McConachie, H., Aldred, C., Slonims, V., Howlin, P., ... & Pickles, A. (2010). Parent-mediated communication-focused treatment in children with autism (PACT): a randomised controlled trial. *Lancet*, 375(9732), 2152. doi: 10.1016/S0140-6736(10)60587-9
- \*Jocelyn, L. J., Casiro, O. G., Beattie, D., Bow, J., & Kneisz, J. (1998). Treatment of children with autism: a randomized controlled trial to evaluate a caregiver-based intervention program in community day-care centers. *Journal of Developmental & Behavioral Pediatrics*, 19(5), 326-334. doi: 10.1097/00004703-199810000-00002
- \*Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Early Education and Development*, 11(4), 423-446. doi: 10.1207/s15566935eed1104\_4
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- \*Moran, D. R., & Whitman, T. L. (1991). Developing generalized teaching skills in mothers of autistic children. *Child & Family Behavior Therapy*, 13(1), 13-37. doi: 10.1300/J019v13n01\_02
- \*Najdowski, A. C., Wallace, M. D., Reagon, K., Penrod, B., Higbee, T. S., & Tarbox, J. (2010). Utilizing a home - based parent training approach in the treatment of food selectivity. *Behavioral Interventions*, 25(2), 89-107. doi: 10.1002/bin.298
- \*Reagon, K. A., & Higbee, T. S. (2009). Parent - implemented script fading to promote play - based verbal initiations in children with autism. *Journal of Applied Behavior Analysis*, 42(3), 659-664. doi: 10.1901/jaba.2009.42-659
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- Sofronoff, K., Jahnle, D., & Sanders, M. (2011). Stepping Stones Triple P seminars for parents of a child with a disability: a randomized controlled trial. *Research in Developmental Disabilities*, 32(6), 2253-2262. doi: 10.1016/j.ridd.2011.07.046

## Preschool (3-5 years continued)

- \*Stahmer, A. C., & Gist, K. (2001). The effects of an accelerated parent education program on technique mastery and child outcome. *Journal of Positive Behavior Interventions, 3*(2), 75-82. doi: 10.1177/109830070100300203
- \*Stiebel, D. (1999). Promoting augmentative communication during daily routines: A parent problem-solving intervention. *Journal of Positive Behavior Interventions, 1*(3), 159-169. doi: 10.1177/109830079900100304
- \*Symon, J. B. (2005). Expanding interventions for children with autism parents as trainers. *Journal of Positive Behavior Interventions, 7*(3), 159-173. doi: 10.1177/10983007050070030501
- Tarbox, J., Wallace, M. D., & Tarbox, R. S. (2002). Successful generalized parent training and failed schedule thinning of response blocking for automatically maintained object mouthing. *Behavioral Interventions, 17*(3), 169-178. doi: 10.1002/bin.116
- \*Whittingham, K., Sofronoff, K., Sheffield, J., & Sanders, M. R. (2009). Stepping Stones Triple P: an RCT of a parenting program with parents of a child diagnosed with an autism spectrum disorder. *Journal of Abnormal Child Psychology, 37*(4), 469-480. doi: 10.1007/s10802-008-9285-x

## Elementary (6-11 years)

- Hsieh, H. H., Wilder, D. A., & Abellon, O. E. (2011). The effects of training on caregiver implementation of incidental teaching. *Journal of Applied Behavior Analysis, 44*(1), 199-203. doi: 10.1901/jaba.2011.44-199
- Krantz, P. J., MacDuff, M. T., & McClannahan, L. E. (1993). Programming participation in family activities for children with autism: Parents' use of photographic activity schedules. *Journal of Applied Behavior Analysis, 26*(1), 137-138. doi: 10.1901/jaba.1993.26-137
- \*Moran, D. R., & Whitman, T. L. (1991). Developing generalized teaching skills in mothers of autistic children. *Child & Family Behavior Therapy, 13*(1), 13-37. doi: 10.1300/J019v13n01\_02
- \*Reagon, K. A., & Higbee, T. S. (2009). Parent - implemented script fading to promote play - based verbal initiations in children with autism. *Journal of Applied Behavior Analysis, 42*(3), 659-664. doi: 10.1901/jaba.2009.42-659
- \*Sofronoff, K., Jahnel, D., & Sanders, M. (2011). Stepping Stones Triple P seminars for parents of a child with a disability: a randomized controlled trial. *Research in Developmental Disabilities, 32*(6), 2253-2262. doi: 10.1016/j.ridd.2011.07.046
- \*Stiebel, D. (1999). Promoting augmentative communication during daily routines: A parent problem-solving intervention. *Journal of Positive Behavior Interventions, 1*(3), 159-169. doi: 10.1177/109830079900100304
- \*Whittingham, K., Sofronoff, K., Sheffield, J., & Sanders, M. R. (2009). Stepping Stones Triple P: an RCT of a parenting program with parents of a child diagnosed with an autism spectrum disorder. *Journal of Abnormal Child Psychology, 37*(4), 469-480. doi: 10.1007/s10802-008-9285-x



# Parent Implemented Intervention (PII)

**Middle (12-14 years)**

No studies

**High (15-22 years)**

No studies

\* Research which included participants in multiple age ranges.



## 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.



# Now you are ready to start...

## Step 1: Planning

The planning step explains initial steps and considerations involved when using PII as an intervention for a learner.

### 1.1 Identify strengths and areas of need

To ensure that family priorities are being addressed through PII.

 Use the *PII Strengths and Areas of Need Determination Form* to help you identify strengths and areas of need for PII.


### 1.2 Identify routines and activities

To incorporate PII into relevant family routines and activities.

 Use the *PII Routines Determination Form* to help the parent identify times when to use PII.

### 1.3 Select EBPs to target areas of need

Along with the family, determine EBP that will best accomplish the determined area of need/child goal and that will best fit into everyday family routines and activities. Consider using the “selecting an EBP Domain Matrix” AFIRM module to determine most appropriate EBP for use.

 Use the *Use the Domain Matrix (PDF document, 1 page, rev. August 2016)* to help you identify EBPs identified by research for the age of the learner and the domain of instruction.

 Use the *Overview of Foundational EBPs* to select an EBP based on target behavior or skill.

### 1.4 Discuss selected EBP

Use existing AFIRM modules and materials to help the parent understand what the EBP is, why it should work, and how to implement it. Allow ample time for questions, concerns, and problem-solving together.

Note: Check out the module on MD for more information about Modeling.

Note: Check out the module on PP for more information about Prompting.

Note: Check out the module on VS for more information about Visual Supports.

### 1.5 Identify reinforcers

Decide with the parent whether reinforcers will be used as part of PII.

Note: Check out the module on R+ for more information about Reinforcement.

 Use the *PII Reinforcer Checklist* to help identify reinforcers.

## Step 1: Planning (continued)

### 1.6 Develop an implementation plan with the parent

Use the information gathered in the first five steps to plan with the parent when, how, and how often to implement the EBP as part of PII.

 *Use the PII Planning Worksheet with the parent to develop a plan to use PII.*

### 1.7 Develop data collection plan with parent

Talk with the parent to determine the most efficient way for the parent to collect data on implementation. Be sure to keep track of what is being targeted/used, when PII was implemented, who implemented it, and what happened.

 *Use the PII Parent Data Log to help the parent collect data on the target behavior or skill.*

### 1.8 Prepare materials

If there are materials needed in order to carry out the PII, be sure to take time to ensure that they are readily available and accessible. Materials might include items needed for implementation and/or reinforcers.

## Step 2: Using

This section describes the process of implementing PII.

### 2.1 Arrange environment to address goals

Be sure that the environment is ready for PII to occur. This includes minimizing distractions and making sure the learner is ready to engage.


### 2.2 Follow the coaching cycle

The cycle of coaching begins with joint planning (during PII Planning), and the joint planning component is a constant throughout the coaching process, meaning that parents should be involved in decisions and planning throughout the process. Other elements of the coaching cycle include observation (modeling the EBP for the parent), action (parent practices), reflection (by parent), and feedback (by practitioner).

 *Use the PII Constructive Feedback Suggestions to provide constructive feedback to the parent.*

### 2.3 Problem-solve to continue working on selected EBP

Conduct conversations with the parent where you and the parent talk about problems, challenges, or barriers encountered in PII and work together to find ways to overcome the problems to continue working on PII.

 *Use the PII Problem-solving Guide to help you facilitate the parent to problem-solve.*

## Step 2: Using (continued)

### 2.4 Continuously coach

Continue to coach and revisit necessary coaching principles individualized to each parent and family. Always include parents and families as active participants in PII.

## Step 3: Monitoring

The following process describes how PII can be monitored and how this data can be used to guide further support the learner.

### 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.

# 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				
<b>Step 1: Planning</b>					
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					
<b>Step 2: Using</b>					
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					
<b>Step 3: Monitoring</b>					
3.1 Collect and analyze data on target behavior					
3.2 Revisit accomplished skills					
3.3 Determine next steps based on learner's progress					



Autism Focused Intervention Resources & Modules

## ---PII Planning Worksheet---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior: \_\_\_\_\_

\_\_\_\_\_

Strengths	Child: _____	Family: _____
Areas of Need	Child: _____	Family: _____
Selected EBP(s)	<input type="checkbox"/> Modeling <input type="checkbox"/> Visual Supports <input type="checkbox"/> Prompting <input type="checkbox"/> Other: _____	
Routines and Activities to Try EBP(s)	<input type="checkbox"/> Mealtime <input type="checkbox"/> Playtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Bath time <input type="checkbox"/> Dressing <input type="checkbox"/> Other: _____ <input type="checkbox"/> Bedtime	
Potential Barriers		Potential Solutions
Additional Notes		

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Autism Focused Intervention Resources & Modules

## ---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		

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Autism Focused Intervention Resources & Modules

## ---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)
<b>Morning Routines</b>				
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:				
<b>Afternoon Routines</b>				
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
Additional Notes:				

# Parent Implemented Intervention (PII)

Routine/ Activity	Child Enjoyment Level (circle)	Barriers/ Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for PII?
<b>Evening Routines</b>				
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
Bath time	☹️ 😐 😊		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
Bedtime Story	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Bedtime	☹️ 😐 😊		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:				
<b>Family Outing Routines</b>				
Playground	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Store	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Church	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Pool	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Doctor Visit	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Visiting Family	☹️ 😐 😊		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:				



# Parent Implemented Intervention (PII)

Routine/ Activity	Child Enjoyment Level (circle)	Barriers/ Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for PII?
<b>Other Routines</b>				
Playdates/ Playgroups	☹️ 😐 😊		<b>Into:</b> NA rough so-so smooth <b>Out:</b> NA rough so-so smooth	Yes Maybe No
School/Child Care	☹️ 😐 😊		<b>Into:</b> NA rough so-so smooth <b>Out:</b> NA rough so-so smooth	Yes Maybe No
Playing Outside	☹️ 😐 😊		<b>Into:</b> NA rough so-so smooth <b>Out:</b> NA rough so-so smooth	Yes Maybe No
Other	☹️ 😐 😊		<b>Into:</b> NA rough so-so smooth <b>Out:</b> NA rough so-so smooth	Yes Maybe No
<b>Additional Notes:</b>				

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## ---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:

Observation of Child Playing Alone (~10 minutes):

Questions	Notes	Strengths / Areas of Need?
<i>What does the child enjoy playing the most? What toys does the child enjoy?</i>		Strengths:  Areas of Need:
<i>Where is the child the most successful in play? What does the child seem to be good at?</i>		Strengths:  Areas of Need:
<i>Where does the child struggle in play? What seems to cause the most distress or to be challenging for the child?</i>		Strengths:  Areas of Need:
<i>Does the child seem to over-focus on any items or toys?</i>		Strengths:  Areas of Need:

Questions to Guide Discussion with Parent:

1. What is your child good at doing? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Questions to Guide Discussion with Parent:

2. Are there any activities that you see your child struggle with? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. What is your child's favorite game to play with you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. What (if any) skills would you like to see your child gain? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Does your child have any behavioral challenges? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. Is there any behavior in particular you'd like to see improve in your child? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. What would you like to target in this intervention? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Learner's Name: Nick, Nick's Mom Date/Time: \_\_\_\_\_

Observer(s): Jeanette

*Jeanette is a home-based early interventionist who recently began seeing a 2-year-old boy (Nick) who was just diagnosed with ASD. Nick's mom is interested in*

### 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>	<i>Blocks (stacking, throwing, looking at letters) Books Cars</i>	<i>Strengths: Nick stacked blocks nicely, Mom read the book and Nick listened  Areas of Need: Nick seemed to be very interested in letters on blocks and wheels on cars.</i>
<i>Which play activities seem enjoyable or less enjoyable?</i>	<i>Books were enjoyable for both Nick enjoyed cars Some block play was interactive</i>	<i>Strengths: Books Interactive block play  Areas of Need: Nick seemed to over-focus on letters and wheels</i>
<i>Does the child show interest in the parent when playing? When and when not?</i>	<i>often - not with cars</i>	<i>Strengths:  Areas of Need: More interaction during cars</i>
<i>In what ways does the parent attempt to gain the child's attention?</i>	<i>Says name, with taps on shoulder Sings name</i>	<i>Strengths: Nick often responds when Mom uses sing-song voice  Areas of Need: Mom could increase in animation/silliness at times</i>

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## ---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"/>       |

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## ---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

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---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"/> Mealtime <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:	<b>EBP:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				
		<input type="checkbox"/> Mealtime <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:	<b>EBP:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
Results & Outcomes:				



# Parent Implemented Intervention (PII)

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs Used (check)
		<input type="checkbox"/> Mealtime <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:	<b>EBP:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Visual Supports <input type="checkbox"/> Other:
<b>Results &amp; Outcomes:</b>				
<p><b>Additional Notes:</b>                      How do you think that went?</p> <p>Did you encounter any challenges implementing the EBP?</p> <p>At which points did you see the EBP working?</p> <p>What could you have done differently?</p> <p>Do you feel comfortable implementing this EBP?</p> <p>Did your child respond positively to reinforcers?</p> <p>Did your child seem to enjoy the activity?</p> <p>Other Notes:</p>				

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## ---PII Constructive Feedback---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

**While providing live feedback to parents, be sure to: observe closely, be specific, but simple, and provide positive feedback and constructive criticism.**

### Constructive Feedback Suggestions to Support Parent Implemented Intervention

Occurrence	Try saying...
If the parent seems to rush through the PII...	"You are so efficient in implementing PII! Let's see if we can slow it down a bit, then your child has more time to pay attention to you. Try counting to five in your head before expecting a response from your child."
If the parent seems to be hesitant or self-conscious in implementing the PII...	"I can tell your child really enjoys playing with you. Build on that when you try PII with your child."
If the parent is low on affect and silliness...	"I wonder if your child would engage a little better if you were extra silly. I know that can feel odd, but many children really respond well when their play partners are loud, extra expressive, and silly."
If the parent struggles implementing PII...	"This strategy/goal/target is a really difficult one! I think you are picking it up!"
If the parent is overly strict or expectant of their child...	"I can tell you really want your child to do this well – let's try giving him or her an extra five seconds before we expect him or her to respond."
If the child is particularly difficult to engage...	"Wow, your child is busy! Maybe we can work some more of his favorite things into our PII."

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## ---PII Problem-solving Guide---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Work together with the parent to determine what barriers and problems might be and were actually encountered implementing the EBP and how to address or improve these issues.

Problem-solving Guide:

### Identify Barriers and Challenges

*Observe:*

Do parent and child engage during activity?

Does child enjoy activity?

Is child receiving reinforcement?

*Ask Parent:*

What do you think went well?

What do you think went wrong?

Do you think adjustments may help?

### Discuss Potential Solutions

*Ask Parent:*

What do you think might help overcome this challenge?

Do you think your child is motivated to participate?

What might motivate your child?

Does your child seem bored or overwhelmed?

### Follow Up

*Observe:*

Do child and parent engage after adjustments?

Does child seem to enjoy activity more?


Is child responding well to reinforcement?

*Ask Parent:*

Do you think it is going better?

Are you having more fun?

Do you feel the need for further adjustment?



## Parent Implemented Intervention (PII)

Problem-solving Notes:

Identified Problem	Potential Solutions	Follow Up & Additional Notes

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# Parent Implemented Intervention (PII) ---Professional's Guide---

## Parent Implemented Intervention

### Parent Implemented Intervention...

- is an evidence-based practice for learners with autism spectrum disorder (ASD) 0-11 years old that can be implemented in a variety of settings
- focuses on including parents in all steps of the process of implementation while applying a cycle of coaching practices to ensure that parents are successfully implementing PII and that PII is leading to improved learner outcomes



### Why Use?

- PII may increase the hours of intervention received by a learner, as PII are implemented by parents during everyday routines and activities in which the family already engages.
- PII can be used to improve learner behavior and skills and parent/child interactions.

### Outcomes

- The evidence – base for parent implemented intervention supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
Social	Social	Social	No studies	No studies
Communication	Communication	Communication		
Joint Attention	Joint Attention			
Behavior	Behavior	Behavior		
School-Readiness	School-Readiness			
Play	Play	Play		
	Cognitive			
Adaptive	Adaptive	Adaptive		
Academic	Academic			

## TIPS:

- Help the parent learn to engage their child by using the learner's preferred interests and activities or imitating what the learner is doing.
- Use open-ended questions and facilitate parent-led planning, decisions, and problem-solving.
- Remember, PII should occur during routines and activities the family already does!



# Parent Implemented Intervention (PII) ---Professional's Guide---

## STEPS FOR IMPLEMENTING

### 1. Plan

- Work with the parent to determine the best course of action including, what to target, in which activities and routines to incorporate PII, and if/how to reinforce the learner.
- Decide which EBP will best meet the learner's goals.
- Determine how PII will be implemented and how data will be collected by the parent.
- Prepare any necessary materials

### 2. Use

- Minimize distractions and set up environment for ideal implementation
- Coach the parent through the coaching cycle of: joint planning, observation, action, reflection, and feedback
- Continuously coach and revisit coaching elements as needed.

### 3. Monitor

- Review collected data with parent.
- Determine next steps based on data analysis.

## Parent Implemented Intervention

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

**For more  
information, visit:**





## Parent Implemented Intervention (PII) ---Parent's Guide---

This introduction provides basic information about Parent Implemented Intervention.

### What is a Parent Implemented Intervention?

- Parent implemented interventions (PII) are an evidence-based practice for children with autism spectrum disorder (ASD) ages 0-11 years old.
- PII is used to help improve child behaviors or skills and is implemented by parents throughout the family's everyday routines and activities.

### Why use PII with my child?

- PII may help your child better participate in daily routines or activities or learn new skills.
- Research has shown child improvements for very young children in early intervention through children of elementary school age. PII has been used to improve child social communication skills, decrease problem behavior, and to increase child play skills.

### What activities can I do at home?

- You and your practitioner will determine together what to target through PII.
- You and your practitioner will also explore your family's daily routines and activities to determine when it would be most beneficial for you to implement the PII. PII should be naturally incorporated into your already existing routines and activities.
- Your practitioner will additionally provide coaching which includes modeling PII and providing feedback while you practice to help you develop the skills to implement PII.
- Remember, in PII, parents are active participants and the primary implementers of the intervention. Be sure to collect data, ask any questions, and share any barriers or problems encountered in PII.

This parent introduction to **Parent Implemented Intervention** was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how PII is used with your child, speak with:

---

**For more information visit:**  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)



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Check out  
these  
resources to  
support your  
use of PII.

**For more  
information visit:**  
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## ---Additional Resources---

### Articles:

- Hampshire, P. K., & Allred, K. W. (2016). A parent-implemented, technology-mediated approach to increasing self-management homework skills in middle school students with autism. *Exceptionality*, 1-18. doi:10.1080/09362835.2016.1216848
- Harriage, B., Blair, K. C., & Miltenberger, R. (2016). An evaluation of a parent implemented in situ pedestrian safety skills intervention for individuals with autism. *Journal of Autism and Developmental Disorders*, 46(6), 2017-2027. doi:10.1007/s10803-016-2730-8
- Meadan, H., Snodgrass, M. R., Meyer, L. E., Fisher, K. W., Chung, M. Y., & Halle, J. W. (2016). Internet-based parent-implemented intervention for young children with autism: A pilot study. *Journal of Early Intervention*, 38(1), 3-23. doi:10.1177/1053815116630327
- Robertson, R. (2016). Effectiveness and acceptability of parent-implemented behavior interventions for children with autism in three african american families. *Education and Training in Autism and Developmental Disabilities*, 51(2), 107-121.
- Robertson, R. E., Sobeck, E. E., Wynkoop, K., & Schwartz, R. (2017). Participant diversity in special education research: Parent-implemented behavior interventions for children with autism. *Remedial and Special Education*, doi:10.1177/0741932516685407
- Rogers, S. J., Vismara, L., Wagner, A. L., McCormick, C., Young, G., & Ozonoff, S. (2014). Autism treatment in the first year of life: A pilot study of infant start, a parent-implemented intervention for symptomatic infants. *Journal of Autism and Developmental Disorders*, 44(12), 2981-2995. doi:10.1007/s10803-014-2202-y
- Stahmer, A. C., & Pellecchia, M. (2015). Moving towards a more ecologically valid model of parent-implemented interventions in autism. *Autism*, 19(3), 259-261. doi:10.1177/1362361314566739
- Turner-Brown, L., Hume, K., Boyd, B. A., & Kainz, K. (2016). Preliminary efficacy of family implemented TEACCH for toddlers: Effects on parents and their toddlers with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 1-14. doi:10.1007/s10803-016-2812-7



### Articles (continued):

Wetherby, A., Guthrie, W., Woods, J., Schatschneider, C., Holland, R., Morgan, L., & Lord, C. (2014). Parent-implemented social intervention for toddlers with autism: An RCT. *Pediatrics*, 134(6), 1084-1093. doi:10.1542/peds.2014-0757

Zaghlawan, H. Y., & Ostrosky, M. M. (2016). A parent-implemented intervention to improve imitation skills by children with autism: A pilot study. *Early Childhood Education Journal*, 44(6), 671-680. doi:10.1007/s10643-015-0753-y

### Apps:



*First Then Visual Schedule* by Good Karma Applications, Inc (\$9.99)



*Visual Schedule Planner* by Good Karma Applications, Inc (\$14.99)



*iPrompts®* by Handhold Adaptive, LLC (\$49.99/ Pro-\$99.99)



*Autism Tracker Pro: Track and Analyze ASD* by Track & Share Apps, LLC (\$9.99)



*Stories2Learn* by MDR (\$13.99)

### Books:

Green, G., Luce, S. C., & Maurice, C. (2008). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, Tex: Pro-Ed.

Ingersoll, B., & Dvortcsak (2010). *Teaching social communication to children with autism: A practitioner's guide to parent training*. Guilford Press

Ozonoff, S & Dawson, G (2014). *A parent's guide to high-functioning autism spectrum disorder: How to meet the challenges and help your child thrive, 2<sup>nd</sup> ed*. Guilford Press



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# Parent Implemented Intervention CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to Parent Implemented Intervention (PII) module.

Standard	Description
<b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>	
ISCI 1 K3	Family systems and the role of families in supporting development
<b>Initial Preparation Standard 2: Learning Environments</b>	
ISCI 2 S5	Modify the learning environment to manage behaviors
ISCI 2 S10	Use effective and varied behavior management strategies
ISCI 2 S12	Design and manage daily routines
<b>Initial Preparation Standard 4: Assessment</b>	
DDA4 K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders
<b>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</b>	
ISCI 5 S19	Use strategies to support and enhance communication skills of individuals with exceptionalities
DDA5 S5	Consistent use of proactive strategies and positive behavioral supports
DDA5 S10	Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders
DDA5 S15	Use specialized instruction to enhance social participation across environments
<b>Initial Preparation Standard 7: Collaboration</b>	
ISCI 7 K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ISCI 7 S2	Collaborate with families and others in assessment of individuals with exceptionalities
ISCI 7 S3	Foster respectful and beneficial relationships between families and professionals
ISCI 7 S4	Assist individuals with exceptionalities and their families in becoming active participants in the educational team
ISCI 7 S8	Model techniques and coach others in the use of instructional methods and accommodations

Standard	Description
<b>Advanced Preparation Standard 3: Programs, Services, and Outcomes</b>	
SEDAS3 S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
SEDAS3 S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS3 S10	Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum
SEDAS3 S12	Identify evidence based strategies to increase an individual's self-determination of activities, services, and preferences
<b>Advanced Preparation Standard 7: Collaboration</b>	
SEDAS7 S3	Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning

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information visit:**  
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2. Branson, D. (2015). A case for family coaching in early intervention. *Young Exceptional Children, 18* (1), 44-47.
3. Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-spед.org/recommendedpractices>
4. Dunst, C. J., & Dempsey, I. (2007). Family-professional partnerships and parenting competence, confidence, and enjoyment. *International Journal of Disability, Development and Education, 54*(3), 305-318. doi:10.1080/10349120701488772
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