



Child's Name \_\_\_\_\_

# Screen Time

1. What screen-based activities are part of you and your child's daily routines?

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2. What are some of the potential negative effects of screen time at an early age?

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3. Why is too much screen time particularly harmful to children with ASD?

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4. What are some activities that are **not** screen-based that you could add to your routine or that you could use to replace some screen time?

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5. Create a personal goal for this week related to your child's screen time.

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Child's Name \_\_\_\_\_

# Three Point Rule

1. Why is the three-point rule an important rule to follow when giving your child directions?

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2. How much prompting should you give your child the first time you give them a direction? Why is this?

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3. How much prompting should you give your child on the second and third times you repeat a direction?

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4. When are some specific times and activities during the day when you can incorporate the three step rule?

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5. Create a personal goal for this week related to the three-point rule.

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Child's Name \_\_\_\_\_

# Errorless Learning

1. What is errorless learning?

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2. What type of support does **your child** need when using errorless learning?

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3. Why is it important to use appropriate pacing when practicing errorless learning?

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4. Why is reinforcement important?

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5. Create a personal goal for this week related to errorless learning.

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# Prompting

1. What is the purpose of using prompts with your child?

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2. When prompting your child, should you begin with the least supportive prompt or the most supportive prompt? Why?

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3. What steps should you take in prompting your child when you give them a direction? For example, you tell them “Stomp feet.”

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4. When are some specific times and activities during the day when you can incorporate these prompting skills?

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5. Create a personal goal for this week related to prompting.

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# Disruptive Behaviors

1. What is a disruptive behavior and what are some examples you experience with your child?

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2. From the example you provided above, why might the child be exhibiting disruptive behavior?

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3. Provide two opposite ways to respond in the example above and describe the likely outcome of both.

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4. Give an example of the steps should you take in prompting your child when you give them the direction, "Stomp feet."

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5. Create a personal goal for this week related to reducing disruptive behaviors providing some specific times and activities during the day when you can incorporate these strategies.

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Child's Name: \_\_\_\_\_

# Embedding Demands

1. Why is it important to embed work with your child throughout the day?

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2. Give some examples of when you could work with your child on his/her requesting goals throughout the day.

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3. Give some example of when you could work with your child on his/her following directions goals throughout the day.

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4. Give some examples when you could work with your child on his/her imitation goals throughout the day.

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5. Create a personal goal for this week related to embedding work.

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Child's Name \_\_\_\_\_

# Book Activities

1. What are some ways you can maximize your child's engagement with books?

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2. Think about one of your child's favorite books. What are some of its elements that you could highlight to help maximize your child's engagement?

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3. What are some examples of activities you could add to books you already read with your child?

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4. What are some ways you can help your child translate concepts from their favorite books into playtime? What items in your house could you use?

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5. Create a personal goal for this week related to your child's book routines and activities.

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# Joint Attention

1. Give an example of your child responding to joint attention (RJA).

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2. Give an example of your child initiating joint attention (IJA).

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3. How can you tell what level of sophistication/complexity your child is using RJA and IJA?

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4. What are the least and most complex forms of RJA?

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5. What are the least and most complex forms of IJA?

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6. How could you help your child improve the complexity/sophistication of his RJA/IJA?

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7. What are some opportunities for you and your child to work on RJA/IJA throughout the day?

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8. Create a personal goal for this week related to your child's RJA/IJA.

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# Engagement Levels

1. What are the 6 levels of engagement?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. Give an example of your child at each engagement level, if possible.

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3. When is your child the most object engaged?

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4. When is your child the most person engaged?

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5. What level of engagement are you striving for when playing with your child?

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6. What are some ways you could better engage your child?

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7. Why is it important to understand your child's engagement level?

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8. Create a personal goal for this week related to your child's engagement

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Child's Name \_\_\_\_\_

# Play Development

1. When your child is playing alone, give some examples of him or her in different play stages.

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2. When your child is playing with you, give some examples of him or her in different play stages.

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3. What differences do you notice in your child's play routines when you're playing with him or her vs. when he or she plays alone?

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4. What are some ways to adjust play stages to maximize your child's engagement?

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5. Create a personal goal for this week related to your child's play development.

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# Play Routines

1. What are some examples of toys you have at home that you could use to develop a good play routine?

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2. Why is it important to repeat play routines?

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3. Name an example of one of your child's play routines.

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4. How can you expand a play routine? When should you expand a play routine?

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5. How could you expand your play routine from question 3?

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6. Create a personal goal for this week related to your child's play routines.

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# Mirroring & Mapping

1. What is the purpose of mirroring and mapping? Why is it a useful strategy?

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2. Describe the three steps of mirroring and mapping.

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3. When are some specific times during the day when you could use the strategy of mirroring & mapping?

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4. How would you go about beginning to mirror & map in one of the examples you gave above? What should you do if your child begins to map language onto their actions?

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5. Create a personal goal for this week related to mirroring & mapping.

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# Environmental Arrangement

1. What is the importance of environmental arrangement?

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2. What types of toys and materials should you choose for your child?

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3. What is the importance of using routines in play?

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4. Describe and give examples of ways that you can promote requesting during play with your child.

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5. Create a personal goal for this week related to environmental arrangement.

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# Scaffolding Support

1. What are some opportunities during the day when you could incorporate scaffolding support?

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2. What level of support should you start with when scaffolding support for your child? Why do you think this is important?

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3. How can you pose a question with the most support? The least support?

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4. What are some specific ways you could encourage your child to make requests and communicate with you more at home and during your daily routines or activities?

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5. Think of some times during the day when your child makes requests. How would you go about scaffolding your support for them to make their requests during these times?

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6. Create a personal goal for this week related to scaffolding support for your child's success.

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