



Parents are Teachers, Too! Embedding Instruction into Daily Routines and Activities

Saturday, November 28, 2020

Web Streamed from Vancouver, BC

Presented by

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Co-Sponsored by:



This workshop is partially funded by the Government of Canada's
Emergency Support Fund and the Vancouver Foundation.



Event Schedule

All times are in Pacific Time

9:30 – 10:30	Session 1
10:30 – 10:45	Break
10:45 – 11:45	Session 2
11:45 – 12:30	Lunch
12:30 – 1:30	Session 3
1:30 – 1:45	Break
1:45 – 2:45	Session 4

Tips for Improving the Web Stream Experience:

- Be sure your speakers or headphones are on, and the volume is up.
- Before the presentation and during breaks, the image and audio will be obscured.
- Close open 'tabs' in your browser. This will use your computer's memory and slow the connection.
- Check that your browser is up to date.
- If video is stuttering or jumpy, change the resolution by clicking on the 'gear' icon (bottom right corner of video).
- To go full screen, click on the 'box' icon in the lower right of the image.
- If you are having trouble with Internet Explorer or Safari, try [Google Chrome](#).
- For more troubleshooting information, please visit: <https://xelivebroadcast.com/vimeo/>

Acknowledgements

ACT – Autism Community Training offers our special thanks to Dr. Brenda Fossett for agreeing to present for our Fall 2020 Free Web Stream Series. As we all struggle to keep our communities healthy, we appreciate that ACT can offer this workshop while maintaining the safety of attendees, staff, and our presenter. Many thanks to the Sheraton Wall Centre and the always practical support of Sean Antonson, Director of Sales, for providing us a base to continue our work. And to Justin Ritchie of XE Live for supporting the web stream!

This event has been made possible thanks to the generous support our sponsor POPARD, as well as of the Government of Canada's Emergency Support Fund and the Vancouver Foundation, and our individual donors. We are very grateful for this collaboration, which has allowed us to web stream this presentation for free to families in British Columbia, across Canada and internationally.

Those who have attended ACT events over the years know that we depend on community collaboration and support to sustain our work. ACT deeply appreciates the many parents and professionals across British Columbia who volunteer their time and support, donate funds, and help spread the word - especially during these challenging times.

Free Resources from ACT

ACT's Coronavirus (COVID-19): Resources for the Autism Community - ACT has gathered resources specific to those who are neurodiverse and useful general resources to provide support to families throughout the pandemic. www.actcommunity.ca/covid-19-resources

Autism Videos @ ACT (AVA) – Over 60 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Autism Information Database (the AID) – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. www.actcommunity.ca/aid

ACT's BC Community Resources Database – Search by your postal code for professionals and service providers throughout BC. www.actcommunity.ca/aid-search/community

ACT's Autism Manual for B.C - 13 chapters! www.actcommunity.ca/autism-manual-for-bc -

ACT's Monthly News Round-Up & Event Alerts - Sign-up to keep in touch with developments affecting the special needs community. www.actcommunity.ca/updates

ACT's Facebook - ACT carefully sources interesting, insightful stories to inform our 8,000 plus followers. www.facebook.com/autismcommunitytraining

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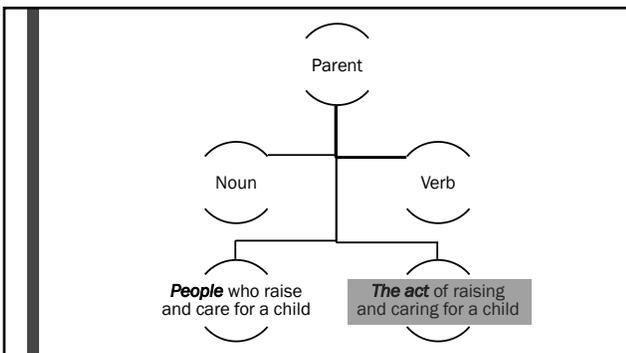
Parents Are Teachers, Too

Dr. Brenda Fossett, BCBA-D
November 28, 2020
ACT - Autism Community Training

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The Role of Parents & Caregivers in Teaching

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Parents as Teachers

- One of the most important jobs parents have is to prepare their children to leave home and enter the 'real world'
- Being ready for the 'real world' involves knowing how to manage day-to-day tasks
 - Laundry
 - Preparing meals
 - Setting and following a schedule
- Being ready for the 'real world' also involves knowing how to manage 'big things'
 - Manage a home
 - Build and maintain relationships
 - Solve problems

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What About Those with ASD or DD?

- While children with ASD and other developmental disabilities may need ongoing support throughout adulthood, to varying degrees, it is still important that they have opportunities to develop the same skills as their non-disabled peers
 - We want all individuals to be as independent as possible
 - We want all individuals to be active participants in their day-to-day lives
 - We want all individuals to be involved in making 'major' decisions that affect their lives

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What Should We Be Thinking About?



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Self-Determination

- People who are self-determined can:
 - Make choices
 - Make decisions about their actions
 - Set goals for themselves
 - Recognize their abilities
 - Advocate for themselves



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Independence

- Individuals are considered to be independent when they can participate in daily life with the fewest supports necessary
 - Some individuals, such as those with intellectual disability, may require more supports than others



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Normalization

- Normalization is characterized by individuals with disabilities engaging in the same activities, using the same materials, in the same environments as their same age peers



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Functionality

- A functional skill is one that, if the learner cannot do it for him or herself, someone else will need to do it for him/her
- Functional skills support participation in the natural environment and increase independence



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It's Not Magic!

- Entering adulthood with the necessary skills to be independent and self-determined does not just happen...it takes time and attention
- Knowing that those with ASD and/or developmental disabilities sometimes need more time to acquire skills, we should begin working on these as early as possible



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Parents' Role in Teaching

- Teaching is not something that is only done by teachers
- Learning is not something that only happens in schools
- Parents and caregivers are the first teachers for every child
- Parents and caregivers have ongoing opportunities to teach skills as part of daily life



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Tell me and I forget.
Teach me and I remember.
Involve me and I learn.

Benjamin Franklin

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Using Daily Routines & Activities As Teaching & Learning Opportunities



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Skills to Teach, Skills to Learn

- Language and Communication
- Social Skills
- Leisure Skills
- Daily Living Skills
- Health and Hygiene Skills
- Self-Help and Safety Skills



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Let's Break It Down!

<p>Your Child's Daily Tasks</p> <ul style="list-style-type: none"> ■ Dressing ■ Hygiene tasks ■ Transitions; Going to school ■ Mealtime ■ Independent play/leisure 	<p>Your Daily Tasks</p> <ul style="list-style-type: none"> ■ Meal Preparation ■ Home upkeep ■ Laundry ■ Shopping ■ Banking
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Pick a Task

- For any task...yours or your child's...think about what your child can learn by doing the task



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Think About Tasks Differently

- Instead of looking at daily tasks as 'something to finish' consider ways in which your child can:
 - Meaningfully participate in daily tasks
 - Acquire relevant skills by participating in daily tasks
- Remember the long game...prepare your child to be as independent as possible



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Another Way to Think About This...

- Identify your child's current learning goals and objectives
 - From your home-based intervention program
 - From your school-based IEP
 - Goals not currently addressed in home- or school-based program
- Identify daily routines and activities where those goals and objectives could be addressed



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What's Your Motivation?



Good Quality of Life

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Activity Break

Activity or Routine	Skill(s) to Target
1)	• •
2)	• •
3)	• •

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Inform, Motivate, Teach

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Inform



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Provide Information

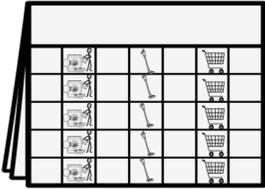
- Use calendars, visual schedules and/or checklists to provide information and structure
- Use visual supports to provide activity-specific information



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Calendars

- Use a weekly or monthly calendar to show when 'big' activities will occur
 - Laundry
 - Shopping
 - Vacuuming



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Visual Schedules

- Use a daily schedule to provide structure to the day

	Morning Routine
	Breakfast
	Get ready to go to school
	Walk to school

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Checklists

- Use checklists to show the steps for individual tasks and increase independence

Morning Routine	
Get dressed	
Brush teeth	
Wash face	

Getting Dressed	
Take off pajamas	
Put on underwear	
Put on pants	
Put on shirt	
Put on socks	
Put pajamas in laundry basket	

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Making Checklists

- Create a task analysis to ensure you include all necessary steps
 - Do the task yourself; write down each step as you go
 - Do the task again, following exactly the steps as you wrote them; this will help you identify any steps you missed, or...
 - Ask someone else to do the task, following your steps; this will help you identify any steps you missed
- Once you are sure you have included all of the steps, create a checklist in a format appropriate for your child
 - Written
 - Pictures with text



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Visual Supports for Specific Activities

- For any activity, consider your child's need for information and direction
- Create visual supports that facilitate independence and/or support engagement
 - Visual recipes
 - Visual organizers
 - Task-related visual supports

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Visual Recipes

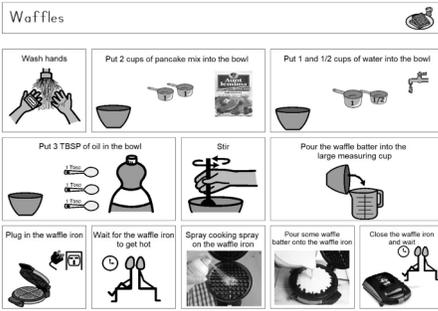


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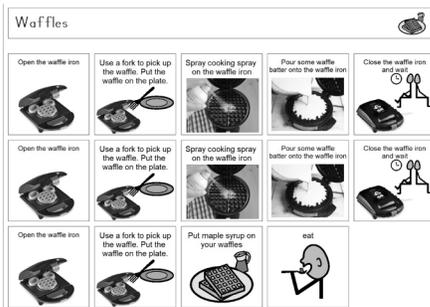
Visual Recipes



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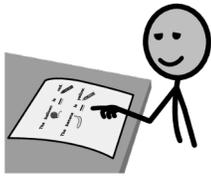
Free Visual Recipes Online

Able2LEARN <https://able2learn.com/categories/visual-recipes>

ACCESSIBLE CHEF <https://accessiblechef.com/>

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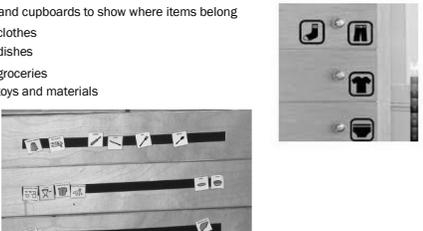
Visual Supports



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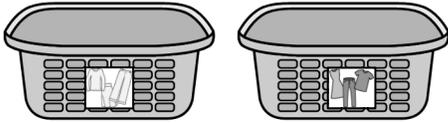
Location Supports

- Label drawers and cupboards to show where items belong
 - Put away clothes
 - Put away dishes
 - Put away groceries
 - Put away toys and materials



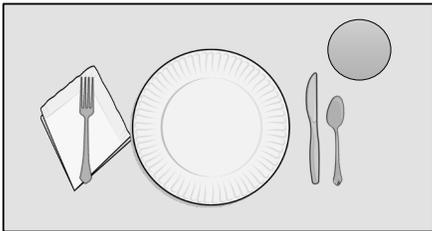
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Task-Related Visual Supports



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Task-Related Visual Supports



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Task-Related Visual Supports



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Task-Related Visual Supports

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Motivate

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Is Motivation Necessary?

- It depends...
 - If your child prefers to be *with* you, maybe not; doing activities with you and having your attention may be sufficiently motivating and rewarding
 - If your child doesn't 'enjoy' a particular task, it will be necessary to motivate and reward
- Remember...we are all motivated and rewarded
 - We go to work because we get paid
 - We cook because we want to eat
 - We clean our house because we 'like' it clean (and maybe sit back with an adult beverage when we're done!)

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How to Motivate

- Provide information about 'fun' activities or items that can be accessed after the 'chore'
 - Visual schedule
 - First/Then
 - Token boards
- Embed 'fun' into the activities
- Provide choices



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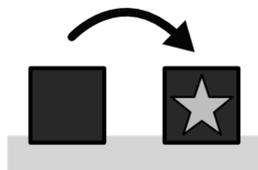
A Word About Reinforcement

- Providing access to something 'fun' or 'rewarding' after 'work'
 - Increases 'work' completion in the future
- We all experience reinforcement for doing work
 - We are paid for going to work and doing our jobs
 - We are rewarded for completing tasks



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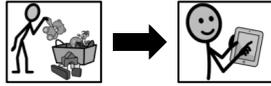
First/Then



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Using First, Then to Motivate

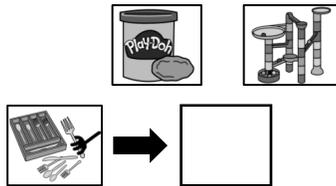
- Show your child what they need to do first, and what they can access after completion



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Using First, Then to Motivate

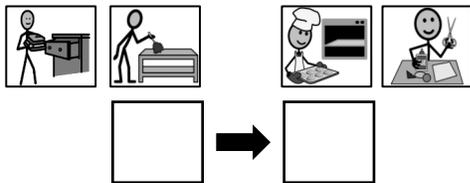
- Show your child what they need to do first, and give them a choice of what they can access after completion



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Using First, Then to Motivate

- Provide your child with a choice of tasks to do, and a choice of what they can access after completion



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Token Boards

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Using Token Boards to Motivate

- Use token boards as a way to build endurance
 - Completing multiple tasks before a reward
 - Working longer before a reward
- Build gradually
 - 1 task, the 2 tasks, then 3 tasks, etc.
 - 5 minutes, then 10 minutes, then 15 minutes, etc.
- Use preferred items or characters as tokens

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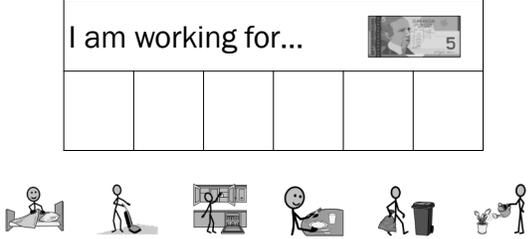
Using Token Boards to Motivate

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Using Token Boards to Motivate

I am working for...

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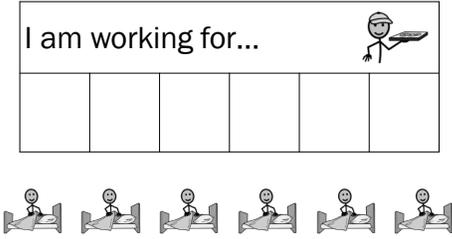


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Using Token Boards to Motivate

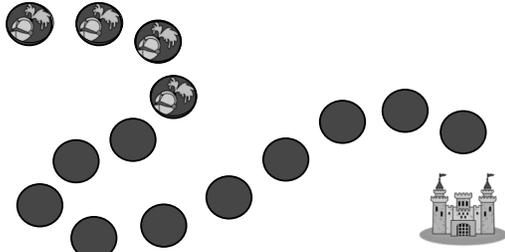
I am working for...

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Using Token Boards to Motivate



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Using Token Boards to Motivate



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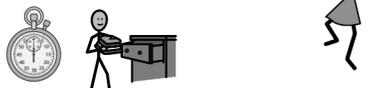
Make 'Work' Fun



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Motivate by Embedding Fun Into Work

- Play your child's favorite music
- 'Hide' preferred items or tokens for your child to find while completing a task
- Turn 'work' into a game
 - How fast can you finish?
 - How long can you work?
 - How many x can you put away/fold/do?



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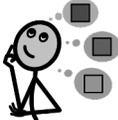
Providing Choice



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The Importance of Choice-Making

- Most of us like making choices for ourselves
 - When we will do tasks
 - How we will do tasks
 - How long we will do tasks
 - When we will take a break
 - Whether we do a task alone or with someone else
 - What rewards we will access
 - When we will access rewards
- Not everything is a choice, but there are many choices that we all make, every day!



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The Importance of Choice-Making

- Children need practice making choices
 - Good vs. poor choices
 - "Living with" the outcomes of our choices
 - How to make a choice
- Providing children with opportunities to practice making choices will help them make choices as adults



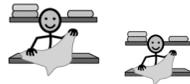
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Choices to Offer

- What reward to work for
- 'Save' or 'Spend'
 - If your child is earning money, they can spend now on a smaller item or save for a big ticket item
 - If your child is earning money, and saving, they can choose their big ticket item
- What task to do
- What task to do first
- Order of tasks
- Materials to use
- 'Fun' component
 - What music to listen to
 - Time to 'beat'

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Teach



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Once Again...It's Not Magic

- No one is born knowing how to clean up, empty the dishwasher, fold laundry, shop for groceries, etc.
 - We all learned to do this
 - We need to teach this
- Children with ASD and developmental disabilities may need more instruction and support
 - Watching you do a task may not be enough
 - Listening to you explain how to do a task may not be enough

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Basic Teaching Strategies

- Modeling
 - Live modeling
 - Video modeling
- Shaping
- Prompting and Prompt Fading



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Shaping

- Reward your child for successive approximations toward the target skill
 - Reward the 'little steps' of progress



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Shaping

- Start with rewarding the first step of the task
 - Put away 1 fork...done!
 - Put away 2 forks...done!
 - Put away 3 forks...done!
 - Etc., until child puts away all of the cutlery



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Shaping

- Start by requiring your child engage for a short time
 - 1 minute...done!
 - 2 minutes...done!
 - 3 minutes...done!
 - Etc., until your child participates the entire time it takes to complete the task



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The Key to Shaping

- Start where your child will be successful...quick and easy!
- Gradually increase your expectations
 - A little more work
 - A little more time
 - A little more effort
 - A little more difficult
- Always reward success
- If your child stops being successful, go back to the last successful step
 - Move forward more slowly

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Prompting and Prompt Fading

- Prompting is about providing whatever help is needed to make your child successful
- Prompts can come in various forms
 - Physical prompts
 - Modeling
 - Visual prompts
 - Gestural prompts
 - Verbal prompts
- Prompt Fading is about gradually reducing prompts to promote independence
 - Have a plan to fade your prompts!

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Physical Prompts

- Provide physical assistance to help your child with the task
- Full physical prompts (hand over hand)
 - You and your child both holding the vacuum while vacuuming
 - You and your child both holding the watering can to water plants
 - You and your child both holding the electric mixer while baking
- Partial physical prompts (tapping, nudging)
 - Nudging your child's elbow while they use the vacuum
 - Tapping your child's hand to prompt him to stop pouring water while watering plants
 - Tapping your child's hand to keep the mixer in the bowl while baking



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Modeling

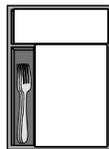
- Demonstrating the entire task or steps of the task
- Live modeling
 - Show your child, during the activity, how to perform the activity
 - Your child must be able to imitate
- Video modeling
 - Develop a task analysis to identify each step in the task
 - Create a video that shows how to complete the task
 - Have your child watch the video, then do the task
 - Your child must be able to imitate



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Visual Prompts

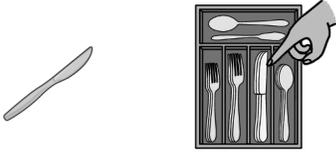
- Picture-based or text-based prompts
 - Visual supports
- Positional prompts
 - Sock drawer open and only socks to put away
 - Only forks visible in cutlery tray and only forks to put away



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Gestural Prompts

- Pointing
- Nodding



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Verbal Prompts

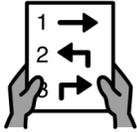
- Telling your child what task to do
 - What task to do
 - What part of the task to do next
- Telling your child how to do a task or part of a task



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Prompt Fading

- Don't forget to fade prompts
 - You don't want your child to be dependent on prompts
 - You want to encourage independence
- At the very least, move to picture or written prompts
 - Checklists
 - Recipes
 - Instruction sheets
- The idea is for your child to become as independent as possible
 - Most of us use written instructions but rarely require 1:1 assistance



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Monitoring Progress

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Keep It Simple!

- Use a checklist to monitor what your child can/can't do
 - List the steps for a task
 - For each step: Independent, With Help, Not at all
- Monitor regularly
 - Weekly is fine!
- If your child is having difficulty with a particular step, provide more help and more practice
 - If necessary, ask a professional to help you

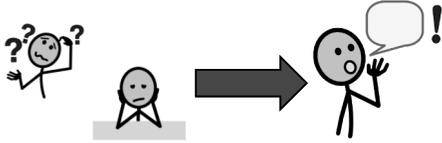
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Asking for Help

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When to Ask for Help

- Your child engages in significant problem behavior when you try to involve them in tasks
- Your child engages in significant non-compliance when you try to involve them in tasks
- Your child demonstrates significant challenges learning a task and you are unsure how to teach effectively



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Key Points

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Remember the Long Game

- Parents and caregivers are responsible for preparing children for adulthood
 - We want children with ASD and other developmental disabilities to be as independent as possible
- There are multiple opportunities to provide instruction during regular, daily activities



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Remember the Long Game

- Many skills can be addressed during regular, daily activities
 - Language and Communication
 - Social Skills
 - Leisure Skills
 - Daily Living Skills
 - Health and Hygiene Skills
 - Self-Help and Safety Skills
- Those with ASD and developmental disabilities generally need more time to acquire skills
 - Start early!

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Resources for Visual Supports

- Boardmaker
<https://goboardmaker.com/>
- Symbolstix
<https://www.n2v.com/symbolstix-prime/>



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Do What You Can!

- Parenting is stressful, especially during a pandemic!
 - Start small...choose one thing that will be easy for your child to do
- Keep your eye on the prize
 - Increased independence
 - Your child can **help** you so that you don't have to do everything...win, win!!



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