



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON  
**AUTISM SPECTRUM DISORDERS**

# The Donovan Family Case Study

Guidance and Coaching on  
Evidence-based Practices for  
Infants and Toddlers with ASD

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Note: *The Donovan Family Case Study* appears as Appendix C in Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., & Tuchman-Ginsberg, L. (2012). *Guidance & coaching on evidence-based practices for learners with autism spectrum disorders*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Professional Development Center on Autism Spectrum Disorders.

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For additional information about the National Professional Development Center on Autism Spectrum Disorders, visit their website at <http://autismpdc.fpg.unc.edu> or email [Suzanne.kucharczyk@unc.edu](mailto:Suzanne.kucharczyk@unc.edu)

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# The Donovan Family Case Study: Guidance and Coaching on Evidence-based Practices for Infants and Toddlers with ASD

The Donovan family case study was developed through a collaboration between the National Professional Development Center on Autism Spectrum Disorders (NPDC) and The Family, Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices, M’Lisa Shelden, P.T., Ph.D., Director and Dathan Rush, Ed.D., C.C.C.-S.L.P. Associate Director (<http://www.fipp.org/programs/early-intervention.html>). The purpose of this case study is to describe the coaching process in the context of early intervention and to outline two parallel coaching processes.

This case study provides a description of how an early intervention provider, Jillian, supports the Donovan family through coaching on the use of evidence-based practices with their two-year-old son, Joey, who has autism. As the early intervention provider works with the parents, she receives coaching support from both her super-

visor, in the form of program-wide and individualized supervision, and from an experienced peer coach. Both the coaching of the family and the provider coaching processes occur in a three stage cycle outlined in the NPDC coaching manual, *Guidance and Guidance and Coaching on Evidence-based practices for Learners with Autism Spectrum Disorders* (Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., and Tuchman-Ginsberg, L., 2012). (<http://autismpdc.fpg.unc.edu/coaching-resources>) These stages are: pre-observation, observation, and post-observation. For the purposes of this case study, pre-observation includes stating the purpose, defining the target for change, and identifying how the target will be observed and data captured; observation includes modeling and action by the coach and inviting partners (i.e., parents); and post-observation includes reflection, feedback, and evaluation. This framework helps to integrate the NPDC coaching process with the coaching approach to teaming in early intervention supported by FIPP.

The case study is structured chronologically. It describes the work the Donovan family and the early interventionists do together. First, is a description of the program to provide context. Then the steps of the early intervention process are outlined: Step 1.) information gathering, Step 2.) outcome planning, Step 3.) intervention planning, Step 4.) implementation and ongoing assessment, and Step 5) evaluation and modification of the outcomes and intervention.

## The Clarksville Early Intervention Program

The Clarksville Early Intervention Program (EI Program) is situated in an urban area, which also provides services to nearby rural communities. The program serves families through home visits and in consultation with child care settings when relevant. A primary early intervention provider delivers services in collaboration with team members from other disciplines and the family. The team, including the primary provider and the other members of the team meet once a

week for 1½ hours to discuss issues related to their work which includes but isn't limited to: brainstorming about resources for families, families whose dynamics puzzle or challenge them, and questions related to implementation and effectiveness of interventions for children.

The primary provider for Joey's family, Jillian, has been working for the EI Program for the last two years. Previously, she worked for another agency in a different city for two years. Jillian completed her bachelor's degree in early childhood education. While in college she took a number of special education classes. She holds an Infant, Toddler, and Family Specialist Certification through her state's early intervention agency due to her education, experience, and continuing professional development credits. Jillian shares that she further developed her skills in using interventions for children with special needs on the job. The EI Program provides professional development throughout the year on topics that emerge as important through team discussions. Additionally, the EI Program director supervises all staff and facilitates the weekly team meetings discussed previously. During these times, Jillian brainstorms intervention ideas with her supervisor, as well as discusses areas of concern.

### **Program Quality**

Last year, the Clarksville EI Program partnered with technical assistance providers from a regional University's early intervention support program. In order to inform the beginning of their coaching work with the EI team, the University support program suggested

that the EI Program take part in *Autism Program Environment Rating Scale – Infants & Toddlers* (APERS-IT) in order to systematically assess the program's core strengths and areas requiring priority attention. The APERS-IT is composed of components which, as a whole, illustrate quality early intervention practices for infants and toddlers with autism. These components are in the following domains: physical environment, activity and daily routines, positive relationships, communication, intervention (e.g., imitation, joint attention, play), behavior, coaching teaming, and assessment and IFSP development. APERS-IT data are collected through observations, interviews, and record reviews. APERS-IT data are used to inform the collaborating partners about areas of strength and areas that they might want to target for growth.

To complete the APERS-IT, observations were conducted of two interventionists during one home visit each. One interventionist was also a service coordinator; the other was a speech-language pathologist. Interviews were conducted with the director of the program, parents and interventionists from both home visits. The Individualized Family Service Plans (IFSP) for both families observed, were reviewed along with other relevant records.

The APERS-IT revealed that two of the program's strengths were teaming and a strong foundation in evidence-based practices for children with autism with a specialization in practices focusing on communication development. Teaming was evident in the weekly meetings during which in-

dividual practitioners have the opportunity to gain insight into each other's work and brainstorm possible responses to specific challenges. In addition, through their weekly meetings the team has the opportunity to recognize specific needs that require attention from the program as a system (e.g., difficulty communicating with other agencies, parents needing information on transition).

Following the review of the APERS-IT findings and summary, technical assistance providers and the program coordinator developed a list of the EI Program's priority areas which required improvement and attention. These included: systematizing data collected by providers and supporting families in collecting and using data, ensuring that providers implement evidence-based practices to fidelity, and further developing coaching processes.

Up to this point, providers across the program understood their role as being experts in child development for infants and toddlers with disabilities/developmental delays, including autism. Most of their work in the home was spent with the child while the parent often sat close by watching. The technical assistance providers and program director wanted to help the early intervention team members shift their roles so that the program practices more fully engaged families. The program director and technical assistance providers developed a professional development plan for coaching providers so that they learned to partner with families to coach them in learning to implement evidence-based practices.

This professional development plan included ensuring that providers were confident in their own use of specific EBP. The team of providers and families chose specific EBP relevant for each child. Providers gathered resources such as the Learning Modules on the Autism Spectrum Disorders (ASD) Toddler Initiative website (<http://asdtoddler.fpg.unc.edu/>) and Autism Internet Modules on the OCALI website (<http://www.autis-minternetmodules.org/>) and briefs and implementation checklists on the NPDC website (<http://autismpdc.fpg.unc.edu/content/briefs>). In addition to self-study, technical assistance providers observed home visits (in person or through video) and coached providers on their work with families at least once a month. Providers with extensive family coaching experience were paired with less experienced providers so that they could use a peer coaching model.

### The Donovan Family

The Clarksville EI Program continued to develop its strengths and attend to areas needing growth as it began to work with the Donovan family. Mike, Pat and their two-year old son Joey recently moved to a farm within the EI program's service area. The Donovans had started the EI evaluation process prior to moving after develop-

mental screening conducted by Joey's pediatrician raised flags. After more extensive assessments were done, Joey was diagnosed with autism. Prior to moving, the Donovans contacted the EI Program and were seen by Jillian upon arriving. Together they began a five step process.

#### Step 1: Information Gathering

During this step, the primary provider gathered pertinent information about the family, including their preferences, their routines, Joey's preferences, and family activities.



#### Information Gathering Resources

The team reviewed information from multiple sources, including standardized and authentic assessments, in order to better understand Joey's development in the areas of cognition, speech and language, motor, social emotional development and adaptive skills. In addition other tools were used to better understand Joey's strengths and needs within the context of his family as well as family priorities. Using the *Interest-Based Everyday Activity Checklist* (Swanson, Raab, Roper, & Dunst, 2006), the early intervention team learned that Joey loves to play

in and with water, so much so that the family has been required to lock toilet lids and decrease the temperature of the hot water tank in their home because of Joey's interest in turning faucets on and off.

[http://www.fipp.org/Collateral/casetools/casetools\\_vol2\\_no5.pdf](http://www.fipp.org/Collateral/casetools/casetools_vol2_no5.pdf)

A copy of the *Interest-Based Activity Checklist* completed for Joey and his family follows.



**My Child's Interest**

Joey Donovan      \* Water play  
                                  \* Being outside  
                                  \* Vibration of tractor/mower

- Playing in dirt/mud/sand
- Playing musical instruments
- Playing on park/playground equipment
- Playing on the computer/typewriter
- Playing with a garden hose \* \* \*
- Playing with balls/balloons
- Playing with bubbles
- Playing with busy boxes/busy centers
- Playing with magnetic letters/shapes
- Playing with other children/siblings
- Playing with pets
- Playing with playhouse toys
- Playing with puppets, dolls, etc.
- Playing with shape sorters/puzzles
- Playing with toys that play music, talk, etc.
- Playing with trucks/cars/boats
- Playing with water toys
- Playing in a sandbox/sand table
- Praying/saying Grace
- Preparing meals or snacks
- Renting/returning videos
- Riding in a boat
- Riding in wagon/riding toys
- Rough housing/playing tickle games
- Saying hellos/good-byes
- Shopping at the mall/department stores
- Shopping for groceries
- Singing
- Swimming/floating at the pool
- Taking a bath
- Taking a car, bus, train ride, etc.
- Taking care of pets (e.g., feeding)
- Toileting/going to bathroom
- Using crayons, markers, paints, etc.
- Using play dough, silly putty, etc.
- Visiting animals (e.g., pet store/zoo)
- Visiting neighbors, friends, relatives

- Washing hands/face (playing in sink)
- Watching mom or dad write notes/lists
- Watching TV/videos
- Watering plants/grass/flowers
- Being outside
- Turning on/off faucets
- Playing in toilet water
- Riding in the tractor/mower
- 
- 

**Special Family Activities**

Many families have special events, celebrations and traditions that are important to them. Please list those special family activities that you know or think might be interesting to your child.

- Weekend family get togethers - outside!
- 
- 
- 
- 

**Activities Where You Live**

Many families have special experiences and learning opportunities because of where they live. Please list those activities that your child gets to be a part of because of where you live that would be interesting to your child.

- Creek on property
- Farming/gardening
- 
- 
-

**Expanding Your Child's Learning Opportunities**

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

	Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities	Playing with garden hose	• Backyard • Garden (Every day)	• Turn water off/on • Splash in water	• Watch him • Talk about what is happening	• He's happy • He can water the plants
	Taking a bath	Every night Joey's tub	• Turn water off/on to fill tub • Splash in water	• Help him water flowers and plants	• He's happy • Bath time goes well
	Playing in the creek	2-3x Week	• Splash + walk in water	• Help him wash • Walk w/him • Ask him Qs	• Tells us what he wants to do
	Riding tractor/mower	2-3x Week	• Climb • Feel vibration + hum	• Give him choices • Sing when he hums	• He's happy • Chooses what to ride
	Going outside	Every Day	• Walk around • Look for puddles • Feel things	• Walk w/him • Talk about what he's doing • Ask him questions	• He's happy • He says words
Let's Try These New Activities	Pouring Juice/Water	Snacks + Meals	Pour into cups from Pitcher/faucet	• Pitcher w/lid • Help him fill cups at faucet	• He's happy • Wants to drink water/juice
	Washing hands/face at sink	Morning/night/when Dirty	Turn on/off water + Use Soap	• Help him wash	• Doesn't fight using soap
	Filling dog bowls + horse trough	Use hose to water animals outside every night	Turn on/off water - fill bowls/trough	• Help him carry dog bowls	• He's happy • Not afraid of barn

The family also shared that Joey likes to be outside. Using the *Asset-Based Context Matrix* (Wilson & Mott, 2006) [http://www.fipp.org/Collateral/casetools/casetools\\_vol2\\_no4.pdf](http://www.fipp.org/Collateral/casetools/casetools_vol2_no4.pdf), the team learned more information about the natural learning op-

portunities (i.e., activities and routines embedded in the family's day) important to Joey and his family. They learned that Joey's mom and dad are farmers and the family enjoys growing all of their own food. The Donovans have a large extended family. Joey has

10 cousins close to his age who live within 30 minutes from his new home. The Donovans attend church every Sunday with their extended family members and then share Sunday dinners together. Mike and Pat also stated that Joey is not fond of napping and does not sleep through the night.

## Figure 2. Asset-Based Context Matrix Assessments

### Identifying Information

Child's Name:	Joey Donovan		Gender:	Female	Male	<input checked="" type="checkbox"/>
	<u>Year</u>	<u>Month</u>	<u>Day</u>			
Date Completed	<u>09</u>	<u>10</u>	<u>17</u>			
Date of birth	<u>07</u>	<u>10</u>	<u>01</u>			
Age	<u>02</u>	<u>00</u>	<u>16</u>			

Assessment setting	<u>Family's home</u>	
Respondent:		
Name	<u>Mike &amp; Pat Donovan</u>	Relationship to child
		<u>Parents</u>
Administrator:		
Name	<u>Christina</u>	Title
		<u>OT</u>

Purpose of this assessment:
<u>Gathering information for joint planning with family</u>
Additional comments about identifying information or administrative conditions:
<u>Others present: N/A</u>

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## The Asset Based Context Matrix®

	Contexts		
	Family Life	Community Life	Early Childhood Programs
<b>Activity Settings</b> (everyday experiences, opportunities or events)	Bath time/every night Meals - walks around and eats Being outside as much as possible Church every Sunday Family Sunday dinner/get together		Sunday School Preschool - won't stay there/can't leave him
<b>Child and Family Interests</b> (child and family's likes, preferences, and favorites)	Joey: -Playing with garden hose -Being outside -Playing in toilet water -Turning off/on faucets -Playing during bath time Mike & Pat: -Being outside -Gardening/Farming		
<b>Child and Family Assets</b> (abilities, strengths, skills, accomplishments, and capabilities)	Joey is happy and content when outside or playing with water Joey eats veggies and fruit Mike and Pat are outdoorsy people and are with Joey 24/7 The family enjoys being outdoors together The Donovans have a strong support system of extended family and friends all within 30 minutes of their farm		

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	Family Life	Community Life	Early Childhood Programs
<b>Functional/ Meaningful Interactions</b> (purposeful interactions; ways interests and assets are used in everyday life)	Joey smiles, flaps his hands, and squeals when he is happy or excited Joey will take Mike or Pat by the arm what he wants and will bang the door/window when he wants to go outside Mike and Pat use water play as a reward for Joey		
<b>Current Opportunities</b> (quantity and quality of experiences occurring in activity settings)	Mike and Pat are vigilant about reading Joey's cues Mike and Pat are outside with Joey many hours every day even during bad weather	Joey only leaves the farm for Sunday Church outings. Pat takes a special prize bag along, filled with Joey's favorite treats and toys to entertain him during church.	Mike & Pat have tried leaving Joey at Sunday School, but he becomes extremely upset
<b>Current Participation</b> (ways in which a child takes part in everyday activity)	Joey does not take naps and sleeps about 6 hours each night, waking intermittently Joey eats well, but will not join the family at the dinner table...walks around while eating During Sunday family dinners with cousins present, Joey wanders around snacking on foods and looking for water puddles.	At church, Joey sits between his parents occupied with his prize bag for about 30 minutes. After that, the parents take turns in being outside with Joey on the front lawn.	
<b>Possibilities</b> (new learning opportunities, ways of participating in everyday experiences, and increased opportunity)	Mike and Pat want Joey to join the family for meals at the dinner table on the weekends and feel comfortable talking about Joey's autism with family and friends Mike and Pat want to know how to put Joey to bed for naps and at bedtime Joey can help his parents water the garden and houseplants	Mike and Pat would love to have family outings and do errands together...but don't feel ready to do this right now Parents would like for Joey to happily sit through Church with them	At some point, Parents would like Joey to go to Sunday School Preschool

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### Family Routines and Priorities

During this process, the Donovans and EI team developed calendars of the family's current day in order to pin point areas for support and intervention. Pat and Mike included activities and routines that occur on a typical day for them and Joey. With the EI team they identified challenging routines and prioritized which needed more immediate attention. These activities are recorded on the My Calendar<sup>®</sup> form, developed and available

through FIPP, and included at the end of this document. Mike and Pat also shared their priorities of learning more about Joey's diagnosis of autism and how to help their family understand Joey better. Mike and Pat are anxious that Joey will not sit down at the dinner table for family meals, which they find particularly troublesome when the entire extended family shares meals together on the weekend. Joey's parents also worry that his lack of sleep contributes to some of his agitation.

### Observation of Families and Children

Once the above information was gathered, a member of the early intervention team observed a family mealtime with Mike, Pat and Joey. During the mealtime, Joey was agitated and would not join his parents at the table. Mike and Pat demonstrated strategies they had tried in the past and the practitioner had a few ideas that they implemented during the observation. Joey's parents showed their frustration with the situation as well as their willing-

ness to consider new approaches. The EI provider wondered if Joey might be making more attempts to communicate than the information she had gathered prior to the observation suggested. Overall, everyone felt they had better ideas about how to get started on improving the family's mealtimes.

## Step 2: Outcome Planning

At the IFSP meeting, the EI team, including the primary EI provider, speech language pathologist, the service coordinator, and family used the information gathered to support the outcome planning process. During the IFSP meeting, the service coordinator reviewed and summarized the information that the Donovan family had shared as well as discussed the observations made by the EI provider during the home visit. Together, the family and team decided upon the following outcomes:

1. Joey will join the family for meals at the dinner table on the weekends.
2. Mike and Pat will know how to put Joey to bed for naps and at bedtime.
3. Joey will help his parents water the garden and houseplants.
4. Mike and Pat will feel comfortable discussing Joey's diagnosis of autism with family and friends.

### Goal Attainment Scaling

As part of the meeting, the team worked with Pat and Mike to select the priorities above for the IFSP outcomes. Next, the team and family followed the Goal Attainment Scaling (GAS) process (Cardillo & Choate, 1994). The Goal Attainment Scaling process has been used by NPDC

in schools and early intervention programs in addition to Individual Education Plans (IEP) or IFSP. The GAS is a tool used to help document progress on IFSP outcomes. Teachers and early intervention providers who have worked with NPDC using the GAS report that the process helps them to link data with goals/outcomes, to think ahead, and to consider generalization opportunities from the beginning. By linking data collection and generalization of the skill directly to goals/outcomes, teams are more effective in their implementation of EBP. Joey's parents appreciated that the process helped them to have a sense of where their child might be heading after a goal/outcome is met. The GAS process helped the team create goals based on the priority IFSP outcomes that were meaningful to the family and were measurable and observable. In addition, the family and team were able to project out expectations for Joey and the family over six months and beyond.

The team and family followed the steps in the GAS process described below. They included the highest priority outcomes for the family at the moment. In addition, Mike and Pat chose with the team the next priorities they might focus on in their work together. These included Joey's participating in Sunday services at the Donovan's church, helping Joey get more sleep during the day, and continuing to work on communication approaches that help Joey express himself and better understand his mom and dad. They decided to develop goals from the priority outcomes listed above. These include the 4 goals related directly to Joey and one for the family to keep track of Pat's successes.

1. **Develop Goals:** They developed these observable and measurable goals from the priority outcomes.
  - a. During family dinners, Joey will sit at the dining room table either eating or quietly playing with a toy for at least 10 minutes for 2 out of 3 dinners.
  - b. When mom or dad is working in the garden, Joey will participate by watering a plant through the use of a 2-step visual sequence (1. Walk to garden plot while holding child size watering can filled with water, 2. Water plant) with prompts as needed for 3 out of 4 naturally occurring opportunities.
  - c. During playtime with mom or dad (e.g., bath time, outdoor water play), Joey will make a choice among preferred play objects (e.g., water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for or 8 out of 10 naturally occurring opportunities for 3 consecutive days.
  - d. Joey will be in bed (no wandering or opening/closing drawers) by 9:30 for bedtime routine of reading with mom or dad on 5 out of 5 week nights. Lights out and Joey quiet by 10:00. Joey will wake up once in the night and

be taken directly back to bed for quiet time.

- e. *(This goal is a companion to Joey's goal that the family and EI team wrote as an aligned goal for mom.)*

Joey's Mom starts reading to him at 9:00 and spends 30 minutes reading to Joey before "lights out" (or lights go out) at 9:30. She spends up to 15 minutes with Joey (lights out, quiet time) to help him get to sleep. Joey's Mom sleeps

in her own bed. She wakes up no more than once in the middle of the night with Joey. She spends no more than 10 minutes helping him get back to sleep. (5 out of 7 nights)

Note: The family and team identified an additional family support outcome (i.e., Mom and Dad feel comfortable discussing Joey's diagnosis of autism with family and friends). Rather than scaling this goal, Mike, Pat, and the early intervention provider strategized various approaches

and resources in order to build their confidence and comfort in discussing autism with others.

2. **Current Performance:** Next, the team identifies Joey's and the parent's current performance on these goals by reviewing existing data and collecting additional data until they are sure of their starting point.

**Table 1.**  
**Developing Mealtime Goals**

<b>Much less than expected (Present Level of Performance)</b>	During all mealtimes Joey gets up from the table and comes back to it to take one bite at a time. Joey does not sit down at the dining room table.
<b>Somewhat less than expected (Benchmark)</b>	
<b>Expected level of outcome (Outcome)</b>	During family dinners, Joey will sit at the table either eating or quietly playing with a toy for at least 10 minutes for 3 out of 4 dinners a week.
<b>Somewhat more than expected (Exceeds Outcome)</b>	
<b>Much more than expected (Far Exceeds Outcome)</b>	

3. **Scaling the Goals:** After determining baseline, the team and family determine how to change conditions and criteria to decide what it would look like if Joey (or family) were short of meeting the goal or

exceeded expectations. Scaling the goals helped the team and family have a clear picture of what success would look like and when interventions weren't working and needed to be adjusted. Additionally, scal-

ing helped them consider how a goal would be part of a larger plan for Joey and his family. The team completed the rest of the priority outcomes in the following way.

**Table 2.**  
**Joey—Mealtime**

<b>Much less than expected (Present Level of Performance)</b>	During all mealtimes Joey gets up from the table and comes back to it to take one bite at a time. Joey does not sit down at the dining room table.
<b>Somewhat less than expected (Benchmark)</b>	During family dinners, Joey will sit at the dining room table either eating or quietly playing with a toy for at least 5 minutes for 3 out of 4 dinners a week.
<b>Expected level of outcome (Outcome)</b>	During family dinners, Joey will sit at the table either eating or quietly playing with a toy for at least 10 minutes for 3 out of 4 dinners a week.
<b>Somewhat more than expected (Exceeds Outcome)</b>	During weekend dinners with extended family, Joey will sit at the table either eating or quietly playing with a toy for at least 5 minutes for 34 dinners a month.
<b>Much more than expected (Far Exceeds Outcome)</b>	During weekend dinners with extended family, Joey will sit at table outside either eating or quietly playing with a toy for at least 10 minutes for 3 out of 4 dinners a month.

**Table 3.**  
**Joey—Bedtime**

<b>Much less than expected (Present Level of Performance)</b>	Joey wanders the room (rocking/opening closing drawers) while Mom or Dad read books, play music and sing to Joey. He falls asleep by midnight and wakes up 2 to 3 times a night.
<b>Somewhat less than expected (Benchmark)</b>	Joey spends no more than 5 minutes wandering the room before laying down for bedtime routine of reading with Mom or Dad at 10:00. Lights go out and Joey is quiet before 10:45 on 3 out of 5 week nights.
<b>Expected level of outcome (Outcome)</b>	Joey will be in bed (no wandering or opening/closing drawers) by 9:30 for bedtime routine of reading with Mom or Dad on 5 out of 5 week nights. Lights go out and Joey is quiet by 10:00.
<b>Somewhat more than expected (Exceeds Outcome)</b>	Joey will be in bed (no wandering or opening/closing drawers) by 9:30 for bedtime routine of reading with Mom or Dad on 6 of 7 nights. Lights go out and Joey is quiet by 9:45.
<b>Much more than expected (Far Exceeds Outcome)</b>	Joey will be in bed (no wandering or opening/closing drawers) by 9:30 for bedtime routine of reading with Mom or Dad on 7 of 7 nights. Lights go out and Joey is quiet by 9:45.

**Table 4.**  
**Parents—Bedtime**

<p><b>Much less than expected</b> <b>(Present Level of Performance)</b></p>	<p>Joey’s Mom, Pat, spends up to an hour and a half singing, humming, playing songs and reading stories to Joey at bedtime. She falls asleep in Joey’s room and wakes with him 2 or 3 times a night. When he wakes up in the middle of the night, she sings to him to help him get back to sleep.</p>
<p><b>Somewhat less than expected</b> <b>(Benchmark)</b></p>	<p>Joey’s Mom, Pat, starts reading to him at 9:00 and spends 30 minutes reading to Joey before lights go out at 9:30. She spends up to 30 minutes with Joey (lights out, quiet time) to help him get to sleep. Pat sleeps in her own bed. When Joey wakes up in the middle of the night, she walks him to bed and spends no more than 20 minutes helping him get back to sleep. (4 out of 7 nights)</p>
<p><b>Expected level of outcome</b> <b>(Outcome)</b></p>	<p>Joey’s Mom, Pat, starts reading to him at 9:00 and spends 30 minutes reading to Joey before lights out at 9:30. She spends up to 15 minutes with Joey (lights out, quiet time) to help him get to sleep. Pat sleeps in her own bed. When Joey wakes up in the middle of the night, she walks him to bed and spends no more than 10 minutes helping him get back to sleep. (5 out of 7 nights)</p>
<p><b>Somewhat more than expected</b> <b>(Exceeds Outcome)</b></p>	<p>Joey’s Mom, Pat, starts reading to him at 9:00 and spends 20 minutes reading to Joey before lights out at 9:20. She spends up to 10 minutes with Joey (lights out, quiet time) to help him get to sleep. Pat sleeps in her own bed. When Joey wakes up in the middle of the night, she walks him to bed, and spends no more than 5 minutes helping him get back to sleep. (6 out of 7 nights)</p>
<p><b>Much more than expected</b> <b>(Far Exceeds Outcome)</b></p>	<p>Joey’s Mom, Pat, starts reading to him at 9:00 and spends 20 minutes reading to Joey before lights out at 9:20. She spends up to 10 minutes with Joey (lights out/quiet time) to help him get to sleep. Pat sleeps in her own bed. When Joey wakes up in the middle of the night, she walks him to bed and spends no more than 1 minute helping him get back to sleep. (7 out of 7 nights).</p>

**Table 5.**  
**Joey—Watering the Garden**

<p><b>Much less than expected (Present Level of Performance)</b></p>	<p>Joey enjoys water and water play indoors and out. He engages in water play by himself. He does not participate with the family as they take care of the garden.</p>
<p><b>Somewhat less than expected (Benchmark)</b></p>	<p>When mom or dad are working in the garden, Joey will participate by watering a plant through a 1 step visual sequence (1. when handed a child size watering can, water the plant) with prompts as needed for 3 out of 4 naturally occurring opportunities.</p>
<p><b>Expected level of outcome (Outcome)</b></p>	<p>When mom or dad are working in the garden, Joey will participate by watering a plant through use of a 2 step visual sequence (1. Walk to garden plot while holding child size watering can filled with water, 2. Water a plant) with prompts as needed for 3 out of 4 naturally occurring opportunities.</p>
<p><b>Somewhat more than expected (Exceeds Outcome)</b></p>	<p>When mom or dad are working in the garden, Joey will participate by watering a plant through a 3 step visual sequence with prompts as needed for 3 out of 4 naturally occurring.</p> <p>Three step visual sequence includes:</p> <ol style="list-style-type: none"> <li>1. Hold child size watering can while parent fills with water,</li> <li>2. Walk to garden plot while holding can,</li> <li>3. Water a plant</li> </ol>
<p><b>Much more than expected (Far Exceeds Outcome)</b></p>	<p>When mom or dad are attending to plants indoors, Joey will participate by watering an indoor plant with mom or dad through a 3 step visual sequence with prompts as needed for 3 out of 4 naturally occurring opportunities.</p> <p>Three step visual sequence includes:</p> <ol style="list-style-type: none"> <li>1. Hold child size watering can while parent fills with water,</li> <li>2. Walk to plant while holding can,</li> <li>3. Water a plant.</li> </ol>

**Table 6.**  
**Joey—Communication**

<b>Much less than expected (Present Level of Performance)</b>	Joey will take his parents' by the arm to what he wants and/or squeals to let them know that he wants an object.
<b>Somewhat less than expected (Benchmark)</b>	During playtime with mom or dad (e.g. bath time, outdoor water play), Joey will make a choice among preferred play objects (e.g. water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for 4 out of 10 naturally occurring opportunities for 3 consecutive days.
<b>Expected level of outcome (Outcome)</b>	During playtime with mom or dad (e.g., bath time, outdoor water play), Joey will make a choice among preferred play objects (e.g., water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for 8 out of 10 naturally occurring opportunities for 3 consecutive days.
<b>Somewhat more than expected (Exceeds Outcome)</b>	During playtime with mom or dad (e.g. bath time, outdoor water play), Joey will make a choice among preferred play objects (e.g. water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for 8 out of 10 naturally occurring opportunities for 5 consecutive days.
<b>Much more than expected (Far Exceeds Outcome)</b>	During playtime with a relative other than mom or dad (e.g. bath time, outdoor water play), Joey will make a choice among preferred play objects (e.g., water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for 8 out of 10 naturally occurring opportunities for 3 consecutive days.

**Step 3: Intervention Planning and EBP Selection**

Once the priority outcomes are determined and scaled, the team and the family discuss what EBP to begin implementing together. The team reviewed the list of EBP from the NPDC website <http://autismpdc.fpg.unc.edu/content/briefs>. They learned that 10 of the 24 EBP were found to have efficacy with infants and toddlers with ASD so they focus on these as most relevant for Joey's goals. These 10 are: reinforcement, prompting, visual

supports, functional communication training, pivotal response training, naturalistic interventions, parent implemented intervention, discrete trail training, activity work systems, and Picture Exchange Communication System.

**Choosing EBP for Donovan Family**

Their decision about which EBP to select was further informed by information gathered including: child development assessments, the priority outcomes, Joey's history (what has worked in the past), family resources

and needs, and the EI Program and provider resources. To prepare for implementation, the team identified the professional development needs related to (1) learning, in depth, foundational EBP and (2) learning to better partner and support families through coaching in the use of EBP. Given the program's need to further develop the fidelity of implementation of EBP, the team is interested in learning, in depth, some foundation EBP. In addition, they recognize their need to learn to better communicate through coaching the use of EBP with families. Further,

Joey and the family's priority outcomes and described goals suggest that some of the foundational EBP would be a great fit. Thus, the team and family decide to begin by focusing on prompting, reinforcement, and visual supports. In addition, Jillian will review parent-implemented intervention and self-management interventions to support Joey's mom, Pat, given the toll that bedtime is taking on the family.

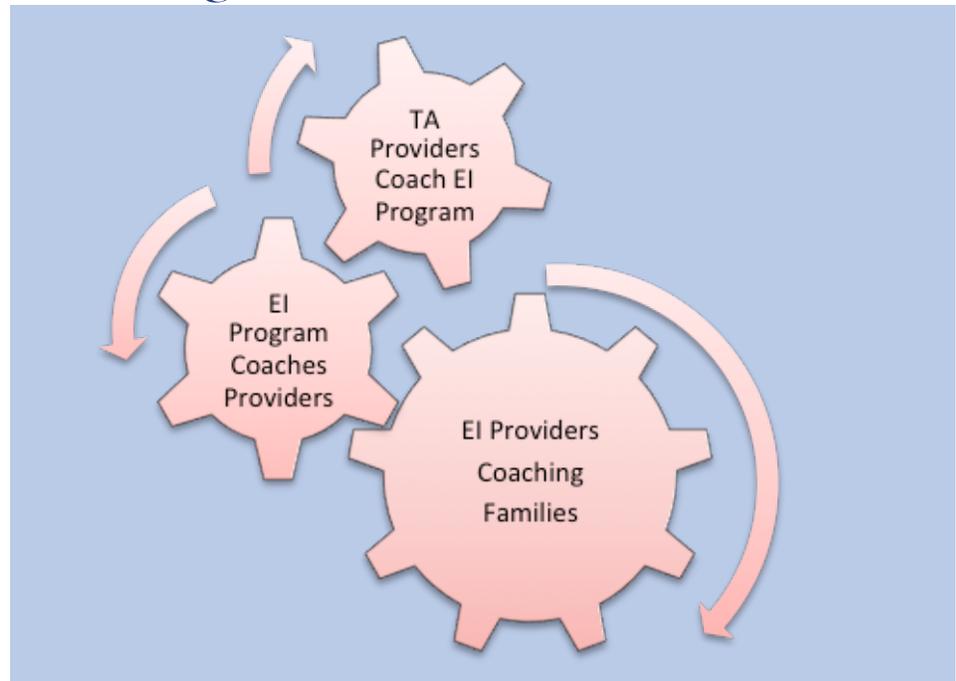
### Identifying Roles and Coaching Needs

A team is assigned to support Joey and his family. Jillian is the primary provider who will be the main contact for the family. Other team members, including a speech-language pathologist and occupational therapist, are available to join Jillian during routine team meetings and on joint visits as needed. Jillian will visit the Donovans in their home or in the community once a week on average with additional visits as needed. Community settings will be those frequently visited by the Donovans, especially those that they have identified as priorities. These settings include the Donovan's church and the local grocery store.

### Identify Training/Coaching Needs

While Jillian and the team support the Donovans, the team will receive support from the EI Program. Jillian will continue to receive supervision and support from the EI program director once a week. She will also meet once a week with the team to discuss particular successes or concerns. Since Jillian is interested in building her skills as a coach to families, she has asked another primary provider, Meg, to have lunch with her once a week to discuss her work with families, including the

## Figure 3. Coaching Process



Donovans. Meg and Jillian have also received support from their supervisor for Meg to observe Jillian during home visits once a month. Thus, Meg will serve as a peer coach to Jillian as she coaches the family. Meanwhile, the staff of the Clarksville EI Program will continue to receive coaching and consultation from the regional University's early intervention support program. Through these relationships, coaching becomes a vehicle through which ongoing learning takes place on a variety of levels, the overall EI Program, the providers, the Donovans, and ultimately Joey.

### Step 4: Implementation and Ongoing Assessment

Coaching with the family occurs through a cyclical process that aligns the NPDC coaching process with the five coaching styles of interaction developed by Rush & Shelden (2011).

The process includes: pre-observation/initiation, observation and action, and post-observation/reflection and evaluation (Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., and Tuchman-Ginsberg, L., 2012). A parallel process takes place as an experienced EI provider, Meg, coaches Jillian. Jillian has informed Pat and Mike about the structure of the team meetings and Meg's role as a peer coach. The following is an example of this component of the coaching process. This is a snapshot of an ongoing process and interaction style between the Donovans and Jillian and Jillian and Meg. More description of these stages is available in the Chapters 1-3 of the *Guidance and Coaching for the Implementation of Evidence-based practices for Children and Youth with Autism Spectrum Disorders*. Additional resources are available on the Family,

Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices website

<http://www.fipp.org/products.html>.

The following snapshot highlights how Jillian and the Donovans work together within the three phase coaching

process used by the NPDC and the five coaching styles of interaction used by FIPP CASE.

## Table 7. Coaching Snapshot

Coaching the Donovans	Coaching Jillian
<b>Pre-observation/Initiation</b>	
<p>Jillian asks the parents to remind her of what their mealtimes are like currently. Pat and Mike describe Joey as a good eater. He loves fruits and vegetables. He does not join the family at the dinner table. He grazes throughout the day. He walks around while eating, especially when eating outdoors (searching for mud puddles). They've tried offering Joey preferred foods, keeping Joey in a booster seat which caused massive tantrums like last Sunday, and closing off doors in the kitchen to contain Joey.</p> <p>Jillian suggests that they reschedule their visit time so that she can come during lunch. They talk about how Jillian is helping Pat and Mike prompt Joey during playtime with graduated guidance and reinforcing Joey right away for responses they want to see. The parents and Jillian decide to try to work on these interventions during meal time with the goal of having Joey sit at the table with a toy or eating for a few minutes.</p> <p>When Jillian returns to her office, she reviews the Prompting Implementation Checklist for graduated guidance to begin to plan for her next visit with the Donovan family (<a href="http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting_Checklist-Graduated.pdf">http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting_Checklist-Graduated.pdf</a>)</p>	<p>Jillian meets with Meg to discuss her work with the Donovans. Jillian shares that she's feeling good about her work with them. They are an engaged family although she's worried that, Pat is very overwhelmed and hitting her limit. Jillian shares that she's worried that she may be pushing mom. She's not sure how to gauge the pace by which they should be moving with working on implementing the practices they agreed to. Meg asks Jillian reflective questions to better understand her concern. She asks Jillian to share the moments when Pat has seemed overwhelmed, how Jillian might address this concern with mom and dad, how she might include them in the decision about pacing that would work well for them. They discuss the next session. Jillian asks Meg if she would be available to come observe the home visit. The family is aware that Meg will be coming every few weeks to observe and support Jillian. Meg asks Jillian what she would like her to focus on during the visit. Jillian and Meg agree that she should observe how Jillian does with pacing and responding to the Donovans' ability to take on new information. After their meeting Jillian calls Pat to make sure that the extra visitor won't be an issue.</p>

Coaching the Donovans	Coaching Jillian
Observation & Action/Engagement	
<p>Jillian returns to the Donovan home a few days later as scheduled with Meg, her coach. She brings a family friendly version of the graduated guidance checklist (INSERT LINK) in case the family wants to discuss implementing the steps. Before starting, Jillian, Mike, and Pat review the plan for the visit. They will begin the lunch routine and Jillian will begin to observe. If she sees opportunities to model, she will. Joey’s parents can ask for her feedback and immediate help at any time during her observation. Jillian observes that Pat doesn’t seem as relaxed as she usually does during play sessions. She also notices that while Mike is preparing the food options for Joey, Joey is already being prepared for the meal. Jillian is concerned that the amount of wait time might be undermining the family’s meal time success. She makes a mental note of these observations.</p> <p>Lunch is ready. Pat remarks that they are offering only his most preferred foods (carrots, apples, and strawberries) to help ensure success as she learned to do when she and Jillian were talking about favorite toys to use to work on new skills. Jillian reinforces Pat’s generalization from their previous conversations. Mike asks Jillian what she thinks about how to transition Joey to the table. Jillian suggests they try to minimize their talking to him and use what they know works in play—gently physically leading him towards the table. Joey has a tough time transitioning. He is busy inspecting the water in the dog’s water bowl. Jillian suggests they find a visual to show him (they have used Boardmaker symbols in play-time). Everyone quickly scans for a visual to use. Pat suggests they show him the strawberry he is to eat. “Genius!” Jillian exclaims and Mike smiles. Pat shows Joey the strawberry while gently helping him up and physically guiding him to the table. She helps him into his chair. Joey eats the strawberry and as soon as it’s done is fussing to be let down. Jillian immediately steps in and guides Joey’s hand to the next piece of fruit on his plate. As he eats it, she cuts up the rest into smaller pieces and says to his parents “I’m cutting them so we have more opportunities to keep him busy here”. For the next few pieces she again guides Joey to feed himself at the table. She then asks Pat to give it a try. Before Pat begins, Jillian reminds her to guide Joey to the fruit before he’s likely to become frustrated with sitting at the table. A few minutes later Joey has had enough. Pat, Mike and Jillian all agree that it’s time to let him down. He’s done well.</p> <p>They move to the living room where the parents and Jillian hone their use of prompting and reinforcement as they interact with Joey and his toys. The session is coming to a close. Mike engages Joey in a preferred activity, playing at the water table outside, so that the three can reflect on their work together.</p>	<p>Meg finds an unobtrusive place to sit and observe Jillian with the Donovans. She checks with Pat and Mike to ensure they are comfortable with her presence. Meg sees Joey giving her a sideways glance. She smiles in return and says “Hi Joey”. He shifts his attention to lunch and doesn’t return to her.</p> <p>Meg makes a note about Jillian’s effective reinforcement of mom and dad throughout the visit. It’s immediate and specific, something she and Jillian have discussed doing more often in the past.</p> <p>Meg notices the anxiety in mom’s behavior that Jillian mentions. She wonders why Jillian hasn’t checked in with mom during the visit.</p>

## Post-observation/Reflection, Feedback &amp; Evaluation

Jillian begins by asking the parents, “So how do you feel that went?” Pat and Mike agree that it was much better than expected. Pat shares that she was very nervous because most meals feel like a battle to her. Jillian attempts to support Pat by saying how hard it must be to prepare for unavoidable activities that are so difficult and that she has high hopes that based on today they will be able to make it easier for the family. Jillian asks Pat and Mike to reflect on what they all did during mealtime that worked and what didn’t work. Pat and Mike are quick to recognize the need for visuals to help Joey transition. Jillian again praises Pat’s in the moment creativity. Mike mentions that he hadn’t thought of cutting the food smaller to give Joey more opportunities to engage in eating and is excited to do more that. Jillian reminds both parents that they were smart to have very reinforcing food for Joey. As a team they decide to continue to have these food choices for a while until Joey becomes more comfortable staying longer in the chair. They will begin to add in a few less preferred options as he and the family gain success. Makes a mental note to have Joey’s favorites ready at the following Sunday’s dinner

Since the parents didn’t bring up the issue themselves, Jillian decides to give them some feedback on Joey’s activities prior to meal time. She suggests that as they build in opportunities for Joey’s success through the favorite foods and visuals they could also think about what he’s doing just before lunch. She reminds Joey’s parents that if Joey is very much engaged (such as in water play) before mealtime or if he’s very disengaged and frustrated the transition to mealtime is likely to be more difficult. The parents agree and consider how to manage the time prior to mealtime. Pat suggests this might be a good time for her to play with Joey in the living room with the door closed to the kitchen where Mike can be preparing lunch. Mike also suggests that on days that he is traveling for work that he can have prepared lunches ready for Joey in the refrigerator. Jillian takes notes of these decisions to share with the parents before she leaves.

Pat, Mike, and Jillian plan for their next session. Jillian asks if they would like to continue their focus on mealtime. They agree that this continues to be a priority. Jillian suggests that since they were able to use some of the steps of graduated guidance during mealtime that they could fine tune this practice. She shows Pat and Mike the graduated guidance resource she brought. She reviews the different steps as they worked on play routines. They decide to go over the steps at the beginning of their next session together and just before they transition Joey to mealtime.

Meg asks how Jillian thought the session went. Jillian is happy with her work with Joey’s parents. Given Pat’s frustration with mealtime before her observation, she was worried it would be more difficult. She was pleased to see Pat and Mike engaged, problem solving, and noticing successes. She’s also really excited that Joey sat at the table!

Meg agrees those were great positives and asks Jillian to reflect on her work and coaching of the parents. Jillian wonders if she modeled too much for Mike and Pat. Perhaps she could have given them more opportunity to be at the table with Joey. Meg reminds Jillian that this was a particularly challenging family routine and that her instinct to help ensure success was probably a good one. Meg talks to Jillian about how to provide support to Pat without interrupting Meg’s interaction with Joey. They discuss ways to give mom and dad opportunities to practice working with Joey at the table. Meg also points out to Jillian her effective use of reinforcement with mom and dad throughout the session. They make a plan for how to coach mom and dad at the table during the next session.

Next, Meg asks how she gauged the parents, especially Pat’s, level of frustration during the session. Jillian says she felt her frustration at the beginning. She also says that she felt Pat get frustrated during their reflection time and that it seemed to get better when they made a plan to continue to work on mealtime and made a plan to continue to use graduated guidance. Meg asks Jillian why she didn’t ask Pat and Mike directly about these observations so she can better gauge their work together? Jillian is not sure. Perhaps she’s worried she won’t know what to do if they say they are overwhelmed.

Meg and Jillian brainstorm ways to have this conversation with the parents and different approaches she could take based on their answer. One would be to use the implementation checklists for the practices she’s teaching them to breakdown their work into more manageable pieces. They take out a checklist to plan this out.

Meg and Jillian discuss when she might watch Jillian implementing the practices to check her own fidelity and any trouble spots

## Step 5: Evaluation and Modification of Planning Process and Intervention Outcomes

Throughout their work, Jillian and the Donovans monitor their and Joey's progress by evaluating and sometimes modifying their process. To monitor hers and the family's implementation of evidence-based practices, she uses EBP Implementation Checklists. She reviews the step-by-step directions prior to working with the family. She also uses this detailed version with her peer coach who observes her implementation of the practices during home visits. Through this data, she is better able to hone her use of the practice and thus better able to teach the practice to care givers. EBP Implementation Checklists are found on the NPDC on ASD website (<http://autismpdc.fpg.unc.edu/content/briefs>). Early Intervention-specific EBP learning modules and resources can also be found on the ASD Toddler Initiative website (<http://asdtoddler.fpg.unc.edu/>).

In addition to the EBP Implementation Checklists, the parents and Jillian take data related to the family's GAS goals and they review these goals frequently. Data collection tools are developed as a team, so that they are easy for the family to integrate into their lives and gather all of the information needed to determine if progress is being made. Based on the information from the data sheets, Jillian supports the family to make decisions about how to modify their implementation approaches. Examples of these data sheets follow. In addition

to informing week to week decisions, the information gathered from these data sheets is reviewed and evaluated during IFSP meetings in order to inform changes in the plan.

Jillian periodically requests feedback about the coaching process from Joey's parents and her coach. She asks the parents about what is working for them (e.g., would they like more modeling, less modeling, more paper resources, more observations). She also asks her peer coach, Meg, to observe the specific skills she would like to make sure she's using effectively (e.g., listening actively, asking open ended questions, providing feedback effectively). During one session, she asked the parents if she could videotape their time together so that she could review the content with her peer coach and supervisor and get their feedback. The parents shared with Jillian that they appreciate her commitment to improving her skills and this gives them confidence in her abilities.

### Summary

This case study illustrates the parallel processes of coaching of an early intervention provider and the coaching of a family as they partner to implement evidence-based practices for a child with autism spectrum disorders. Coaching is supported by the use of resources used by the NPDC such as a program quality tool (APERS – IT), the goal attainment scaling process, EBP learning modules, and implementation checklists. The EI Program and interventionist use these resources along with those developed by FIPP to effectively support the Donovan family through five steps: (1) information

gathering, (2) outcome planning, (3) intervention planning, (4) implementation and ongoing assessment, and (5) evaluation. These coaching and intervention practices smoothly fit into the steps of the Part C Early Intervention processes. They add specificity to focus on improving outcomes for infants and toddlers with ASD and their families.

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- Rush, D. D, & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Company.

## Table 7. Time at Dinner Table

Goal: During family dinners, Joey will sit at the dining room table either eating or quietly playing with a toy for at least 10 min for 2/3 dinners.

<b>Date</b>	<b>Mom &amp; Dad/ Extended (circle)</b>	<b>Time at Table (min)</b>	<b>Notes (e.g., ate, played, what helped, what was hard?)</b>
5/27	Mom &/or Dad Extended	2min	Ate for a min with airplane in his hand/used airplane to move Joey to table/ate for another min with mom giving Joey airplane after every bite
5/28	Mom &/or Dad Extended	1min	What do we do when dinner is not ready but he's ready to eat? Had to put food on table but mom wasn't ready to sit and help.
	Mom &/or Dad Extended		

## Table 8. Watering the Garden

Goal: When mom or dad are working in the garden, Joey will participate by watering a plant through the use of a 2 step visual sequence (1. walk to garden plot while holding a child size watering can filled with water, 2. water plant) with prompts as needed for ¾ opportunities.

Date	5/27	5/28	6/1	6/2	6/3	6/4	6/4
<b>Step 3.</b> Water plant	NO (spilled all of water before getting to plant)	With lots of help got most of water on plant					
<b>Step 2.</b> Walk to garden plot while holding a child size watering can filled with water			 (YAY!!!)		 (needed lots of help today)		
<b>Step 1.</b> Hold child size watering can while mom/dad fills it with water						 (YAY!)	
Who helped?	Dad	Mom	Dad	Dad	Dad	Mom	Mom

## Table 9. Communication

During playtime with mom or dad (e.g., bath time, outdoor water play) Joey will make a choice among preferred play objects (e.g., water wheel, bucket, squirt duck, boat) by pointing, touching, or approximating name of object for 8/10 opportunities for 3 consecutive days.

Date	Play Objects Available	Object Chosen	How Chosen	Amount of Help Given	Who Helped	Notes
5-28	Water wheel, bucket, hose, squirt duck	hose	point	I G T P V No	Dad	J started screaming for hose so I used the steps to help him point it out.
5-28	(bath) whale, boat, sponge, cup	whale	point	I G T P V No	Dad	J kept looking at the whale so I helped him by moving his hand to it
5-28	Same as above	Cup	"Cuh"	I G T P V No	Dad	J yelled for the cup so I said "cup" a few times and he did it too!!!
5-28	Same as above	Whale	Grab	I G T P V No	Dad	I showed J the cup and whale and he grabbed the whale without screaming!
5-29	Outside playing in creek (sticks, a cup, bucket, rocks)	Stick	Tried to grab	I G T P V No	Mom	J reached for stick. I said "Stick, you want stick?" And pointed at it
5-29	Creek (sticks, a cup, bucket, rocks)	Cup	"Cuh"	I G T P V No	Mom	I was holding the cup. J wanted the cup. I said "Cup?" and he said it!!!

I – independently/ no help was needed

T- gently touch Joey's elbow and guide him to the object

P – place Joey's hand on the object

G – gesture point to the object

V – model by verbally naming the object

No – Refused / Didn't do it

# Table 10. Frequency Recording Sheet

National Professional Development Center on  
Autism Spectrum Disorders

**Module: Self-Management**

**Frequency Recording Sheet for Self-Management (Adult/Practitioner)**

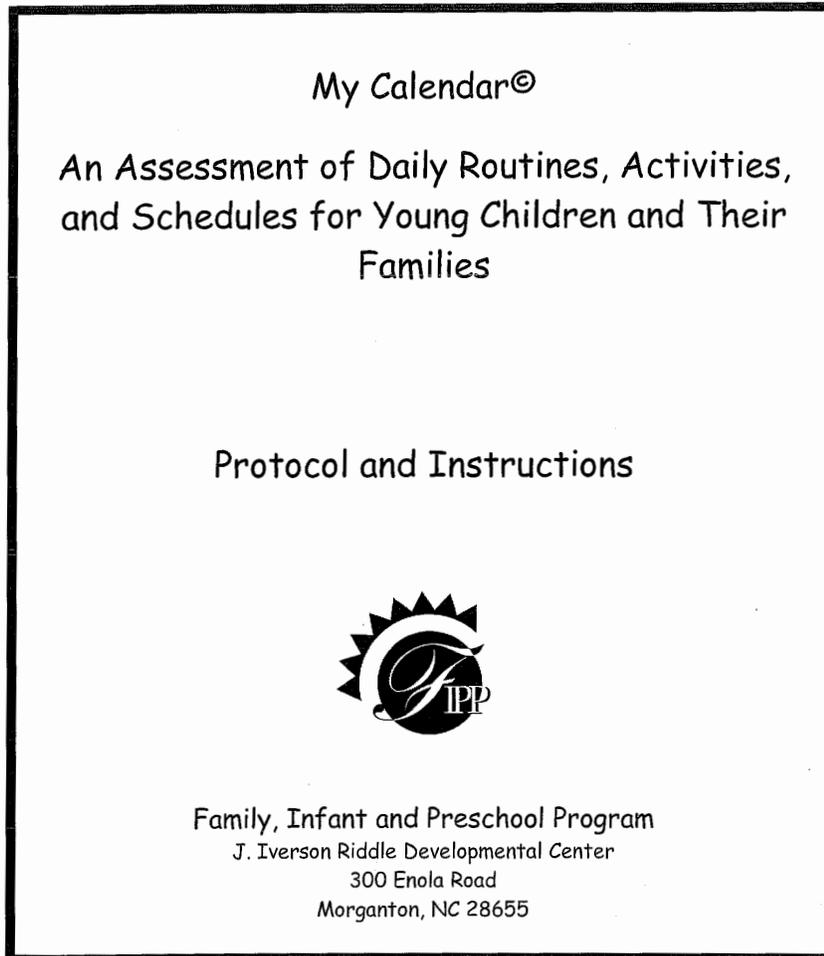
Learner:

Person collecting data:

Target behavior/skill:

Date	Place an 'X' or '√' each time the learner engages in the target behavior during the observation	Activity/setting
5/24/11	X	Read to Joey for 45 minutes
5/25/11	X	Fell asleep in Joey's bed
5/26/11	X	Spent 1 hour after lights out
5/27/11	√	Lights out 9:30, 1 wake up at 2
5/28/11	√	Lights out 9:30 + 20 min quiet time

## Figure 4. My Calendar<sup>®</sup> Assessment Tool



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## My Calendar® Instructions

The **My Calendar®** is an assessment tool for parents and practitioners in early childhood programs to document existing family routines and activities. The process is designed to assist family members to identify and prioritize specific routines and activities as potential areas of focus for support and intervention. The **My Calendar®** should be completed by one or more of the child's parents/primary caregivers with participation of an early childhood practitioner. The **My Calendar®** focuses on specifically identifying existing family schedules for each individual family member for each 24 hour period of each day of the week. Information is gathered through conversations with parents/primary care providers, as well as through interactions with and observations of the child in natural environments and settings. Once the schedules of all family members are documented, parents and other primary caregivers are asked to indicate how well each specific time period is going and if support or focus is desired to improve the routine or activity that happens during that time period. Once the entire calendar is reviewed, then parents/primary caregivers are asked to prioritize the specific time periods where they would like to place focus and attention.

## Using My Calendar®

**Step 1. Completing the My Calendar®** Start by filling out routines and activities for each family member important to your child. Be as specific as needed for each time slot for each 24 hour period for each day of a typical week.

**Step 2. Determining the need for support** Once the schedules are completed for each family member, have the parent(s)/caregiver(s) indicate if he or she feels that time of the day or night is going smoothly or needs attention. Indicate with an OK or Not OK by placing a checkmark in the appropriate column.

**Step 3. Prioritizing routines and activities where support is desired** Go back through the list of activities or routines that were checked to be "Not OK." Ask the parent/caregiver to **circle the top priorities** that were "Not OK." If more than three to five areas are checked "Not OK," ask the parent/caregiver to prioritize the top three routines to indicate where to begin focus or attention.

**Step 4. Developing IFSP outcomes** The last page of **My Calendar®** is a page for writing down possible Individualized Family Service Plan (IFSP) outcomes that may emerge as a result of the conversation. These outcomes can be further discussed and included on the child's IFSP document.

## Background Information

### Identifying Information

Child's Name: Joey Donovan Gender: Female  Male

Year      Month      Day

Date Completed      2009      10      20

Date of Birth      2007      10      01

Child's Age      2      0      19

### Assessment Administration Information

Respondent's Name Pat Donovan Relationship to Child Mother

Respondent's Name Mike Donovan Relationship to Child Father

Administrator's Name Christina Ginter Title OT

### Assessment Purpose

Purpose of this assessment:

To identify priority routines and activities to support Joey's participation in family life.

Additional comments about identifying information or administrative conditions:

None

## My Calendar<sup>®</sup> Assessment Questions

### Routines and Activities

- What is \_\_\_\_\_ typically doing during this time of day/night?
- What are the special events in which your child and family participate that we should consider while completing your calendar?

### OK or Not OK?

- How smoothly do you feel this specific routine or activity is currently going?
- How would you like this routine or activity to look?
- What things have you already tried to change the current situation?

### Priority for Support?

- What activities or routine are your priorities?
- Where should we start?

## Possible IFSP Outcome Statements

### IFSP Outcome #1

Joey will join the family for meals at the dinner table on the weekends

### IFSP Outcome #2

Mike and Pat will know how to put Joey to bed for naps and at bedtime

### IFSP Outcome #3

Joey will help his parents water the garden and houseplants

### IFSP Outcome #4

Mike and Pat will feel comfortable discussing Joey's diagnosis of autism with family and friends

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My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: MONDAY-TUESDAY-THURSDAY-FRIDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Showers; Gets dressed	Sleeping	✓		
7:00 am		Time to have a cup of coffee				
		Prepares breakfast	Waked up by Pat	✓		
8:00 am	Eats breakfast with Pat	Eats breakfast with Mike	Runs around house eating Pop Tart pieces/apple slices		✓	✓
	Reads the newspaper	Cleans up kitchen				
9:00 am	Chores close to the house first then out to the fields	Gets Joey dressed for the day	Does not help with getting dressed		✓	
		Pays bills; household budgeting; phone calls	Plays in kitchen sink; dog bowl; wanders; wants to go outside...starts getting anxious and excited when sees Mike coming in from fields		✓	
10:00 am		Household chores				
11:00 am		Prepares and serves lunch – outside if nice				
	Cleans up for lunch		Cleaned up for lunch by Mike	✓		
12:00 pm	Eats lunch with Pat – outside if nice	Eats lunch with Mike – outside if nice	Eats lunch walking around		✓	✓
1:00 pm	Watches Joey while Pat cleans up from lunch	Cleans up from lunch; Back outside to work in garden	Outside playing in water spigot/tries to go to creek; Happy when at creek, but unhappy when asked to stay in yard area. Mostly plays with water hose		✓	✓
2:00 pm	Back out to fields; tractor – sometimes takes Joey with him for tractor rides	Works in garden; tries to keep Joey out of the creek; spends time at creek				
3:00 pm						
4:00 pm	Outside with family	Outside with family	Outside with family	✓		
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		✓	✓

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: MONDAY-TUESDAY-THURSDAY-FRIDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores	Cleans up Joey for supper	Cleaned up by Pat for supper	✓		
	Cleans up for dinner	Prepares light supper	Plays in kitchen sink/faucet	✓		
7:00 pm	Light supper with Pat	Light supper with Mike	Eats supper running around		✓	✓
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	✓		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping	Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
12:00 am						
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: WEDNESDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows;	Feeds dogs and cats; Showers; Gets dressed	Sleeping	✓		
7:00 am	gathers eggs	Time to have a cup of coffee				
		Prepares breakfast and an easy lunch for Mike to heat up later	Waked up by Pat	✓		
8:00 am	Eats breakfast with Pat	Eats breakfast with Mike	Runs around house eating		✓	✓
	Reads the newspaper	Cleans up kitchen				
9:00 am	Gets Joey dressed for the day	Goes to town to run errands (e.g., grocery shopping; gas for truck); Usually meets sister for lunch	Does not help with getting dressed		✓	
10:00 am	Outside with Joey		Outside with Mike; Playing in water spigot; Walks to creek.		✓	
11:00 am	Heats up/serves lunch – outside if nice		Cleaned up for lunch by Mike; Plays in kitchen sink	✓		
	Cleans up for lunch					
12:00 pm	Eats lunch – outside if nice	Home by 1:00 pm	Eats lunch walking around		✓	✓
1:00 pm	Watches Joey while Pat unloads groceries/cleans up	Unloads groceries; Cleans up from lunch		✓		
2:00 pm	Out to fields; tractor –takes Joey with him for tractor rides; Time in barn	Cleans house	Tractor ride with Mike; Barn with Mike – plays in water trough	✓		
3:00 pm	Chores - outside	Outside with Joey – goes to creek	Outside with Pat – goes to creek	✓		
4:00 pm						
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		✓	✓

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: WEDNESDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores	Cleans up Joey for dinner	Cleaned up by Pat for dinner	✓		
	Cleans up for dinner	Prepares dinner	Plays in kitchen sink/faucet	✓		
7:00 pm	Dinner with Pat	Dinner with Mike	Eats dinner running around		✓	✓
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	✓		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping	Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
12:00 am						
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: SATURDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Prepares food for Sunday dinner	Sleeping	√		
7:00 am						
8:00 am	Eats breakfast with Pat	Eats breakfast with Mike				
9:00 am			Wakes up on own	√		
	Gets dressed to go to town	Feeds Joey breakfast	Eats breakfast walking around	√		√
10:00 am	Drives to town/neighbors/brothers' house; Eats lunch while out and about	Cleans up kitchen	Cleaned up by Pat	√		
11:00 am		Tries to play with Joey in the house w/cars, books, listening to music	Frustrated; roams; stands at door to go outside; sometimes seems to like music		√	
12:00 pm		Prepares lunch – outside to eat	Eats lunch outside walking around		√	√
1:00 pm	Returns home around this time	Outside with Joey; tries to do some chores; Mostly keeping Joey safe	Outside playing in water spigot/tries to go to creek		√	
2:00 pm	Outside with family	Outside with family	Outside playing in water spigot/tries to go to creek		√	
3:30 pm	Outside with Joey	Household chores	Outside with Mike playing in water; hanging out	√		
4:00 pm	Chores -- checks on cows		Rides with Mike			
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		√	√

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: SATURDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority	
6:00 pm	Cleans up Joey for supper	Prepares dinner – sets up outside if nice	Cleaned up by Mike for dinner	√			
	Cleans up for dinner		Plays in kitchen sink/faucet	√			
7:00 pm	Dinner with Pat	Dinner with Mike	Eats supper running around		√	√	
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	√			
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	√			
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		√	√	
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		√	√	
11:00 pm	Sleeping		Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)			
12:00 am							
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: SUNDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows;	Feeds dogs and cats; Prepares food for Sunday dinner	Sleeping	√		
7:00 am	gathers eggs	Time to have a cup of coffee				
		Prepares breakfast	Waked up by Pat	√		
8:00 am	Eats breakfast with Pat	Eats breakfast with Mike	Runs around house eating Pop Tart pieces/apple slices		√	√
	Gets ready for Church	Cleans up kitchen				
9:00 am		Gets Joey ready for Church	Does not help with getting ready for Church		√	
	Takes Joey outside	Gets ready for Church	Outside with Mike	√		
10:00 am	Drives family to Church	Car ride to Church	Enjoys car ride to Church			
11:00 am	Church Service (alternate weeks going outside with Joey)	Church Service (alternate weeks going outside with Joey)	Church service – longest is 30 minutes then parents alternate being outside with Joey		√	
12:00 pm	Drives home from Church	Car ride home	Enjoys car ride home	√		
1:00 pm	Outside with Joey greeting arriving family members	Preparing food/table – outside in nice weather	Outside playing in water spigot/tries to go to creek	√		
2:00 pm	Sunday dinner with extended family	Sunday dinner with extended family	Eats while running around outside; tries to go to creek		√	√
3:30 pm	Outside with Joey	Cleaning up after Sunday dinner	Outside with Mike; playing in water; hanging out	√		
4:00 pm	Outside with family	Outside with family	Outside with family	√		
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		√	√

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: SUNDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores	Cleans up Joey for supper	Cleaned up by Pat for supper	√		
	Cleans up for dinner	Prepares light supper	Plays in kitchen sink/faucet	√		
7:00 pm	Light supper with Pat	Light supper with Mike	Eats supper running around		√	√
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	√		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	√		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		√	√
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		√	√
11:00 pm	Sleeping	Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		√	√
12:00 am						
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						