DANCE: A TRAINING PACKAGE UTILIZING VIDEOTAPED SELF-OBSERVATION TO TEACH PARENTS TO ENHANCE SOCIAL INTERACTIONS WITH CHILDREN AT-RISK FOR A DEVELOPMENTAL DELAY

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Previous research has demonstrated the effectiveness of programs that include a videotaped self-observation component. The self-observation protocols, however, have not been clearly specified within programs that teach and report parents’ use of general teaching strategies. The current study investigates the effects of a training package with a self-observation component to teach parents to improve teaching interactions with their children at-risk for a developmental delay using an AB design replicated across participants. Data were collected across play interactions to assess the number of parent teaching episodes, child target responses, and various parent and child relationship qualities. Relationship quality measures included parent and child affect and engagement, parent directives, parent confidence and stress, and parent and child interest. The results of this study suggest that the training package was effective in that parents engaged in higher rates of teaching, their children engaged in more desired responding, and certain aspects of the parent-child interaction were enhanced. These results are discussed in terms of the effects on the parent-child teaching interaction and implications for future use of parent self-observation techniques.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vi</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>METHODS</td>
<td>11</td>
</tr>
<tr>
<td>RESULTS</td>
<td>27</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>31</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>54</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>171</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Measures, recording methods, brief definitions, and examples</td>
</tr>
<tr>
<td>2</td>
<td>Percentage of average interobserver agreement</td>
</tr>
<tr>
<td>3</td>
<td>Questions and directions during self-observation</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Figure 1</td>
<td>Parent teaching episodes</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Child responses</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Parent and child engagement and parent directives</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Parent confidence and stress</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Parent and child affect</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Parent and child interest</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Parent and child 1 teaching episodes, parent and child engagement, parent directives, parent and child affect, parent and child interest, and parent confidence and stress</td>
</tr>
<tr>
<td>Figure 8</td>
<td>Parent and child 2 teaching episodes, parent and child engagement, parent directives, parent and child affect, parent and child interest, and parent confidence and stress</td>
</tr>
<tr>
<td>Figure 9</td>
<td>Parent and child 3 teaching episodes, parent and child engagement, parent directives, parent and child affect, parent and child interest, and parent confidence and stress</td>
</tr>
</tbody>
</table>
INTRODUCTION

Children at-risk for developmental delays have deficits across core skill domains and are often likely to engage in socially maladaptive behavior (Baker et al., 2003). Some parents learn to cope with their child’s skill deficits and difficulties without specialized training. Some parents require additional assistance and training from professional service providers. The goal of these providers is to teach parents to become more effective change agents. The present study is concerned with the development and evaluation of a program that teaches parents to enhance their child’s social skills in the natural environment. Naturalistic teaching procedures have been useful to teach social skills (Haring, 1992). In fact, several studies have evaluated the effects of training parents to implement naturalistic procedures with their children. Two such programs are pivotal response training (PRT) and enhanced milieu teaching (EMT). The primary focus of these two programs is to enhance children’s social interactions. When parents are involved in training, they are taught to target their child’s skill set within naturally occurring settings (Koegel & Koegel, 2006; Kaiser & Hester, 1994).

When parents participate in PRT, they are taught to target what are referred to as pivotal responses. A pivotal response is a response that, when changed, results in improvement in collateral areas (Koegel & Koegel, 2006). PRT for parents is intended to teach parents to target child skills such as motivation, the ability to respond to multiple cues, self-management, self-initiations, and empathic responses (Koegel & Koegel, 2006). In comparison to parents trained to target individual child behaviors, parents that were taught to use PRT completed initial training faster, reported spending more time engaged in leisure and teaching activities, and observers found that parents receiving PRT displayed more positive affect when interacting with their child. Although children in both groups demonstrated increased engagement in target responses,

EMT is designed to increase child’s use of functional communication. During parent training, trainers teach parents to arrange the environment to promote the use of social communication, increase responsive behaviors to enhance social interactions, and increase parents’ use of appropriate prompts, models, and consequences to promote new forms of child language. Like PRT, EMT experimenters evaluated the effectiveness of the model across several studies (Hancock & Kaiser, 2002; Hemmeter & Kaiser, 1994; Kaiser, Hancock, & Nietfeld, 2000; Kaiser & Hester, 1994; Kaiser & Roberts, 2012). The experimenters within one study, for example, taught mothers of preschool children with autism to increase their child’s use of social communication (Kaiser, Hancock, & Nietfeld, 2000). The experimenters taught the parents to use specific prompting strategies and positive feedback, as well as the delivery of an expansion (an imitation and extension of the child’s vocal utterance), following their children’s verbal or nonverbal request. Experimenter also emphasized the importance of balanced parent and child turns, responsive feedback (meaningful verbalizations following the child’s utterances), talking at the child’s level, following the child’s lead, and pausing to allow the child the opportunity to engage in a vocal response. Experimenters recorded the occurrence of parent behaviors within 10
min of a 15 min videotape of the parent-child interaction during a play activity. Experimenters also took data on the child’s use of social communication skills and language development, and administered a parent satisfaction survey after intervention and at follow-up. During training, the experimenters provided the parents with information and feedback regarding previous sessions. The experimenters utilized handouts, role-play and demonstrations to present new information to the parents. The experimenter reported that they also reviewed written and videotaped examples and non-examples of criterion-related performance from previously videotaped parent-child interactions. Next, the parent practiced with their child. Practice was videotaped for approximately 15 min. Observers coded 10 min of the 15 min practice sample. During practice, the experimenter provided corrective and positive feedback as necessary. The experimenters conducted follow-up and generalization probes in which the experimenters did not provide any feedback. The results of the study indicate that parents effectively implemented EMT components and all but one parent generalized these skills to untrained home settings. Furthermore, children demonstrated gains in social communication and language development, and the parents reported satisfaction with the program.

The present research took place in the context of a parent training program, Sunny Starts, within the Department of Behavior Analysis at the University of North Texas. Sunny Starts is an intervention program that uses a behavior analytic framework for teaching parents of young children with autism to be change agents. Sunny Starts employs procedures common to PRT and EMT to enhance parent-child social interactions during play activities. The program emphasizes the importance of balanced turn taking, arrangement of the environment to increase child motivation and initiation, parent responsiveness to child behavior (including the use of response specific consequences and expansions), and the parent providing ample learning opportunities.
Initial training begins with an interventionist introducing the concept of the DANCE. This serves as both a mnemonic and metaphor. The DANCE as a metaphor refers to Hart and Risley’s (1999) description of the parent-child interaction as a type of dance that involves harmonious exchanges between two mutually reinforced partners (as cited in Ala’i-Rosales, Cermak, & Guðmundsdóttir, 2013). DANCE as a mnemonic involves each of the five individual letters arranged to represent the process of identifying and creating teaching opportunities, immediately and generously providing access to preferred items or activities following their child’s target response, keeping track of their child’s progress, and ensuring the teaching interaction is enjoyable for both the child and the parent (Ala’i-Rosales, Cermak, & Guðmundsdóttir, 2013).

Within the Sunny Starts projects, topics of investigation have included the effects of the teaching framework on indices of happiness (Broome, 2007), an analysis of observation sample length (Lanio, 2007), methods to measure teaching episodes (Besner, 2008), the emergence of joint attention (Goettle, 2008), eye contact as a behavioral cusp (Newcomer, 2009), and the feasibility of a telehealth component (Cermak, 2011).

The current study sought to examine yet a different aspect of the program. That is, the use of videos in training parents to self-observe, discriminate, and adjust responding to their child. For the purposes of this study, videotaped self-observation involves the interventionist recording target participant behavior, and watching and reviewing the video with the participant. While watching the video, the interventionist asks relevant questions, and provides feedback. This is one component of the training package within EMT (Kaiser, Hancock, & Nietfeld, 2000). However, it is only mentioned in one sentence with no operational description of the procedures for self-observation (Horner et al., 2005). Other experimenters have conducted research specifically on the effectiveness of videotaped self-observation in a variety of settings such as
therapists working on child psychiatric wards (Dowrick & Johns, 1976), direct-care staff at state facilities (Kissel, Whitman, & Reid, 1983), and preschool teachers in inclusion settings (Peck, Killen, & Baumgart, 1989).

Some studies have specifically demonstrated the effectiveness of videotaped self-observation with parents of children with developmental delays. Studies within this line of research effectively used video self-observation to train parents to increase child compliance (Bernal, Duryee, Pruett, & Burns, 1968), to teach parents’ appropriate interaction skills with their children with developmental delays (Phaneuf & McIntyre, 2007), to teach parents strategies to facilitate social interactions with their profoundly disabled children (Fox & Westling, 1991), and to improve parents’ ability to teach their children across social and self-help tasks (Reamer, Brady, & Hawkins, 1998). Each of these studies will be described in detail.

Bernal et al. (1968) taught a mother, through a series of phases, how to minimize attention to her son’s aggressive behavior by providing the appropriate consequences for noncompliance and desired child responses. Her son was 8 years old, engaged in tantrums, and physically attacked others (including his mother). During each session, observers recorded instances in which the parent ignored abuse and provided affection, as well as, the child’s number of abuses toward his mother and the number of parent requests he followed within a 15 min parent-child interaction. Seven phases occurred through the course of the 25-session program. At the beginning of each phase, the experimenter reviewed the desired parent performance. The experimenter and the parent then reviewed the previous session’s videotaped interaction. As the experimenter and the parent watched the video, the experimenter identified instances in which the parent could engage in the desired performance. The parent and the child then engaged in a 15 min videotaped interaction. During this interaction, the experimenter played
a tone to signal the parent to reinforce the child’s abusive behavior. Following the parent-child interaction, the experimenter provided praise for the parent’s desired performance. Bernal, et al. (1968) successfully taught a mother to minimize her attention to her child’s abusive behavior. The study also reported improvement in collateral measures including maternal affection, child use of appropriate voice inflection, and engagement in a game in a pleasant demeanor.

Utilizing a multicomponent treatment package, Phaneuf and McIntyre (2007) taught mothers’ to minimize inappropriate behavior during parent-child interactions. The package included videotaped self-observation (referred to as individualized video feedback). The researchers sought to determine if individualized video feedback could enhance a multi-component group treatment. Mothers of children with developmental disabilities participated in discussions, videotaped vignettes, role-play, and feedback. The experimenters videotaped a 15 min mother-child interaction in the participant’s home. The first 10 min of the interaction was an unstructured play activity. Within the next two min, they cleaned up the unstructured play activity, and during the last 3 min, the mothers engaged their children in a structured activity. During the 15 min video, experimenters recorded instances in which the parent engaged in inappropriate behavior, over-prompted the child, reinforced inappropriate child behavior, delivered vague or repetitive instructions, did not follow through with an instruction, criticized the child, or aggressed toward the child. Individualized feedback occurred prior to the 15 min videotaped mother-child interaction. During individualized video feedback, the experimenter and mother watched their most recent parent-child interaction video. The experimenter provided feedback in the context of the most recent skill taught within the group training. If within the 15 min video the mother did not engage in an inappropriate behavior, the experimenter stopped the video every 2 min to praise the mother. If within the video the mother engaged in an
inappropriate behavior, the experimenter stopped the video. The experimenter then asked the mother what she could have done differently. The experimenter praised any alternative responses. The experimenter then modeled alternative responses and instructed the mother to rehearse the alternative responses. After rehearsal and feedback, the experimenters conducted the 15 min observation. The experimenters utilized a multiple baseline design across mother-child dyads to observe the effects of the individualized video feedback component on mothers’ inappropriate behavior. After group training with individualized video feedback, the percent of inappropriate maternal behavior decreased for all mothers.

Instead of decreasing parent inappropriate behavior, Reamer, Brady, and Hawkins (1998) taught three parents to target a social task and a self-help task with their children with a developmental delay. The social task involved the parent providing assistance (when appropriate) during a child-child play interaction, while self-help tasks varied across children. Experimenters collected data analyzing the parents’ prompts during social tasks, parent accuracy on self-help tasks and social skills task analyses, parental assistance during self-help tasks, child social behavior during social tasks, and child independence during self-help tasks. During training, the parents watched short videotaped clips of themselves during previous observations. Three clips demonstrated the parent engaging in a correct response and one clip demonstrated the parent engaging in an incorrect response. An experimenter presented the clips starting with one correct clip, followed by one incorrect clip, and then ended with two correct clips. After each clip, the experimenter stopped the tape and had the parent narrate their actions as they watched a second time. During the narration, the experimenter requested that the parent identify their child’s response and their reaction to the response. If the parent correctly identified their response and child’s reaction, the investigator provided praise. Following self-observation, the
parents rehearsed the desired action observed within the incorrect clip. Experimenters conducted generalization probes throughout training, and conducted follow-up probes one, two, three, and four weeks after training. During these probes, the experimenters did not provide any feedback. The experimenters used a multiple baseline design across parents. Results indicated that after training the parents correctly followed the steps of a task analysis within targeted self-help tasks, and across additional self-help tasks child independence increased as parent assistance decreased. Furthermore, during social tasks, child social responses increased as parent prompts decreased. Each skill generalized to untrained social and self-help tasks, and maintained during follow-up probes. These results demonstrated the effectiveness of self-modeling with discrimination training and rehearsal within parent training.

Similarly, Fox and Westling (1991) analyzed the effects of videotaped self-observation on three parent-child dyads. The children were reported as having severe and profound disabilities. Experimenters recorded data on the parents’ use of facilitative strategies (imitating the child, reinforcing or prompting child behavior, offering the child a choice, or initiating engagement in various social games), child isolate behavior (child-object engagement and child self-stimulatory behavior), and child social behavior (parent-child engagement, and parent-child-object engagement [e.g., turn taking]). Experimenters videotaped a 5 min parent-child play interaction. During training, the experimenter showed the parent three to five clips in which the parent engaged in facilitating behavior in a previously videotaped parent-child play interaction. The experimenter discussed the benefits of facilitative behavior and provided examples for how the parent could continue to engage in facilitative behavior. The experimenter instructed the parent to interact with the child, using facilitating behaviors, and provided verbal feedback as necessary. Starting on the second day of training, following practice, the experimenters
videotaped the parent-child play interaction for 5 min. Experimenters conducted generalization probes during mealtime routines and follow-up probes two months, six weeks, and one month following training for Dyads 1, 2, and 3, respectively. Experimenters provided no feedback during probes. The experimenters utilized a multiple probe baseline design. After training, parents’ use of facilitating behavior increased, as well as child social behavior.

The studies previously mentioned demonstrated the effectiveness of a self-observation component within a parent training package. Bernal et al. (1968) appeared to be highly successful in that the parent learned to manage inappropriate responding and the collateral measures indicated favorable changes in mother-child engagement and affection. Phaneuf and McIntyre (2007) also focused on decreasing mothers’ inappropriate behavior. However, the author’s did not report findings to suggest how this change affected the child’s responding and the overall quality of the parent-child relationship. Reamer, Brady, and Hawkins (1998) demonstrated that parents viewing their behavior increased correct teaching within and across social and self-help tasks, and decreased parent assistance as child independence increased across social and self-help tasks. However, the authors did not report changes in collateral areas in respect to the enhancement of parent-child interactions. Fox and Westling (1991) focused on teaching and engagement. The parent and child were observed within a play interaction. However, at the onset of training, the parents selected three toys they thought the child would be interested in and those were the only three toys the pair was permitted to engage with for the remainder of the program. Although the experimenters conducted generalization during mealtime, generalization across play sets was not assessed outside of the three toys selected at the beginning of the training. Kaiser, Hancock, and Nietfeld (2000) addressed skill acquisition.
They did not, however, report how much feedback or what specific feedback was provided within each videotaped self-observation session or if feedback varied from session to session.

The purpose of this study is to determine the effects of a training package that includes a self-observation component. This package is most similar to the EMT approach in that both packages teach parents to follow the child’s lead, engage in balance turn taking, arrange the environment to facilitate desired child responding, engage in appropriate prompting strategies, and provide desired consequences for desired child responding (Kaiser, Hancock, & Nietfeld, 2000). The differences are that the current study had a guided viewing process and included collateral measures. The effectiveness of the training package is analyzed in regard to parent performance during parent training and resulting child skill acquisition. Additional measures include percentage of parent and child affect, percentage of parent-child engagement, number of parent directives, and observer ratings of parent confidences and stress, and observer ratings of parent and child interest within play activities.
METHODS

Participants

Parent-child dyads. Three parent-child dyads participated in this study, two mother-son dyads and one father-daughter dyad. Participants were involved in the Sunny Starts parent-training program at the University of North Texas. Informed consent was requested for use of clinical data after the completion of training.

**Parent and child 1.** Parent and Child 1, both Caucasian, were a mother-son dyad. Parent 1, had previously worked as an elementary school teacher, but was currently staying at home with two children. Child 1, the eldest of her children, was 2 years and 10 months at the start of the program. Child 1 did not have a diagnosis; however, Parent 1 reported that her son was at-risk for a behavioral disorder. Parent 1 and her spouse sought behavior analytic services to reduce their son’s tantrums typically observed during routine-based activities. Child 1 had an extensive functional communicative repertoire, independently using complete and complex sentences to make a variety of requests and comments. Child 1 also engaged in a variety of conventional and pretend play activities. A majority of Parent and Child 1’s play interaction involved the child directing his mom to engage in specific play routines. In the event Parent 1 suggested a different play routine, Child 1 typically ignored the suggestion and continued to manipulate his toys or direct mom to manipulate his toys accordingly.

**Parent and child 2.** Parent and Child 2, a father-daughter dyad, were both Caucasian. Parent 2 was a homemaker, familiar with behavioral services and had received parent training from several sources in the past. Child 2 had a diagnosis of Pervasive developmental disorder-not otherwise specified (PDD-NOS). She received 3.5 years of behavioral services prior to the start of the Sunny Starts parent-training program. Child 2 was also enrolled in speech and
occupational therapy at a local clinic and recently started in-home behavioral services. At the start of the program Child 2 was 6 years and 11 months old. She used gestures or one-syllable utterances to communicate. Her engagement with items or activities was limited and she engaged in frequent vocal and motor stereotypy. Typical parent-child interactions involved Child 2 sitting on her dad’s shoulders. Parent 2 would wait for his daughter to gesture toward a specific room in their apartment; this waiting process could last several minutes. In the meantime, Child 2 would engage in vocal and motor stereotypy. When asked what Parent 2 would like to focus on throughout the course of the program he emphasized that he would like nothing more than to increase his daughter’s overall happiness.

**Parent and child 3.** Parent 3, Caucasian, was an elementary school teacher and a single mother. Child 3, a Caucasian male, was 3 years and 4 months old at the start of the study. Parent 3 reported that her son had a diagnosis of mild autism. Child 3 previously received behavioral services, occupational, physical and speech therapy. Throughout the course of the study, a local clinic provided behavioral services and speech therapy to Child 3. Upon our initial meeting, Child 3 exhibited limited eye contact and his vocal repertoire was limited to one to three word utterances, with deficits in articulation. Child 3’s one to three word utterances were occasionally used spontaneously to request and comment pertaining to preferred items or activities. While interacting, Child 3 typically engaged with preferred items or activities, minimally referencing his mother. Parent 3 typically provided several play-based instructions or asked her son several questions. Child 3 frequently protested if his mother suggested a change in activities. During the initial interview, Parent 3 had expressed interest in focusing on her son’s communication skills.

Parent trainers. Two graduate students with experience working in early intensive behavioral intervention attended each session. Of these two graduate students, I served as the
interventionist for each parent-child dyad within this study (with the exception of Sessions one through six for Parent and Child 3). As the interventionist, I presented the applicable parent materials, modeled and provided feedback during training. When necessary, the second student assisted with modeling and feedback. A Ph.D. level board certified behavior analyst with over 30 years of experience working with families and children with autism oversaw all activities.

Setting and Materials

Setting. The parent trainers conducted every session within each of the children’s homes. The trainers typically conducted sessions within a room that held a variety of play sets including an array of preferred items and activities. In all cases over 50 play items were available at any given time.

Materials. The parent received a binder workbook to hold applicable forms, modules, and materials. These materials were adapted from Ala’i-Roasales, Cermak, and Guomundsdottir (2013), Newcomer (2009), Wiles (2012), and Vaughn (2012). The materials included a parent binder cover sheet (Appendix A), training timeline (Appendix B), family materials (Appendix C), intake assessment (Appendix D), introduction to applied behavior analysis (Appendix E), resources (Appendix F), building bonds (Appendix G), the DANCE (Appendix H), the DANCE magnet (Appendix I), home-helper form (Appendix J), and graphs (Appendix K).

Measures and Data Collection

Measures. Brief versions of the behavioral definitions are found in Table 1. The complete code is found in Appendix L. Observers adapted these definitions from Ala’i-Rosales, Cermak, and Guo mundsdóttir (2012), Besner (2008), Brookman-Frazee (2004), Cermak (2011), Koegel, Symon, & Koegel (2002), and Wiles (2012). They include both parent and child behavior and are described below.
Number of teaching episodes. Parent performance was measured in terms of teaching episodes. A teaching episode occurred when the child engaged in a response and the parent delivered access to a preferred item or activity within 3 sec of the child’s response. For example, a parent and child are constructing a bridge made out of blocks and the child says to the parent, “We need more blocks.” The parent immediately grabs several blocks and hands them to the child. The child engaged in a response (a request) and the parent delivered access to a preferred item within 3 sec. As such, the parent engaged in one teaching episode- specifically a teaching episode for a vocal request. For Parents 1 and 2, observers recorded the number of teaching episodes for turn taking was recorded. Turn taking involved the combination of two child responses: leading and following. For Parent 3, observers recorded the number of teaching episodes for social communication. Social communication involved eye contact, vocal requests and comments.

Number of target child responses. The target child response was dyad specific. Child 1 and Child 2’s target response was number of turns. Observers defined one turn as the child switching from an instance of leading to an instance of following or from following to leading. If the parent and child began coloring and the parent drew a lake while the child watched, this would be considered an instance in which the child was following the parent. If the child initiated a new activity or added to the current play activity, the child was said to be leading. For example, if the parent and child were coloring and the child stated, “Elmo is going fishing,” the child was leading. If this instance of leading occurred after the instance of following (when the parent drew the lake), observers would count this switch from lead to follow as one turn. For Child 3, the target response was eye contact. Observers defined eye contact as the child orienting his eyes toward the eyes of the parent.
**Percentage of parent-child engagement.** Parent-child engagement occurred when both the parent and child actively participated in the same play activity. Indices of engagement included, but were not limited to, the parent and child’s bodies oriented toward each other, the parent and child’s faces oriented toward each other, the parent and child manipulating the same item, or the parent or child attempting to draw the other’s attention to an event within the same play activity. For example, if the child had a puzzle in front of him or her and the parent took a puzzle piece the child offered, the observer scored this as engaged. If the child had a puzzle in front of him or her, and the parent was sitting slightly behind the child, watching, but the child was oriented away from the parent, putting pieces in the puzzle by him or herself, the observer scored the parent and child as not engaged. Engagement was scored using 15 sec momentary time sampling. In the event any portion of the parent or child was not visible on the screen and engagement was unknown, the observer scored that interval as off-camera.

**Number of parent directive responses.** A parent provided a directive response by explicitly instructing the child to engage in a specified response. For example, if the parent told the child, “Say, ‘come chase me!’” this response was scored as one directive response. Observers transcribed parent vocal responses and tallied the frequency of directive responses.

**Parent confidence rating.** Observers divided parent confidence into three categories: low, moderate, and high. Observers defined low confidence as the parents’ actions suggested self-doubt in their ability to interact with their child. For example, indices of low confidence may have included, but were not limited to, the parent speaking to the parent trainers, the parent simply watching or following the child around with minimal parent-child engagement, or the parent is not observed introducing new items or activities to the child. Observers defined moderate confidence as the parent’s actions suggested neither high nor low confidence a
majority of the interaction. For example, observers scored parents as exhibiting moderate confidence if the parent attempted to engage in different strategies to have the child engage in a specified response, with some success. This may have also involved the parent identifying their child’s preferred item or activities in the moment. Observers defined high confidence as the parent made deliberate choices that lead to quality engagement with their child. Observers scored a parent as exhibiting high confidence if they were engaging in strategies a majority of the interaction to get their child to engage in a specific response. For example, these strategies could involve appropriate prompting techniques, regulating access to preferred items or activities, or identifying preferred items and activities. Observers scored parent confidence ratings using a 6-point rating scale. Within the rating scale, 0 and 1 indicated low levels, 2 and 3 indicated moderate levels and 5 indicated high levels of the specific response.

*Parent stress rating.* Observers defined low stress as the parent reflecting a relaxed or calm demeanor. For example, indices of low stress may have included, but were not limited to, the parent frequently laughing and smiling as they interacted successfully with their child. Observers defined moderate stress as the parent was neither calm nor frustrated a majority of the interaction. An observer scored parents as exhibiting moderate stress if the parent exhibited neutral affect a majority of the interaction. Observers defined high stress as the parent’s affect reflects frustration, irritation, or tension. For example, indices of high stress included, but were not limited to, parent delivery of several reprimands, the parent rolling their eyes frequently, the parent pursing his or her lips, and any other facial expressions or comments that indicated displeasure within the activity. Observers scored parent stress ratings per assessment using a 6-point rating scale. Within the rating scale, 0 and 1 indicated low levels, 2 and 3 indicated moderate levels and 5 indicated high levels of the specific response.
**Percentage of parent and child affect.** Parent and child affect included instances of favorable, neutral, or unfavorable affect. Instances of favorable affect occurred when the parent or child exhibited indices of pleasure or amusement. This may have included, but was not limited to, smiling, laughing, raised eyebrows, and making “silly” faces. Observers scored instances of neutral affect when the parent or child’s facial expression displayed indices of indifference. This may have included, but was not limited to, a slightly open mouth or closed and lips are observed resting in a straight line, or the resting the hand on the face while staring at the parent or child. Observers scored instances of unfavorable affect if the parent or child displayed displeasure or discomfort. This may have included, but was not limited to, a wrinkled brow, turned-down lips, crying, or protesting. Affect (favorable, neutral, unfavorable, or off-camera) was scored using 15 sec momentary time sampling. Observers scored off-camera if the parent or child’s faces were not visible on the screen.

**Parent and child interest rating.** Observers defined low interest as the parent or child appearing bored or uninterested in the activity. For example, indices of low interest included any combination of the following, but were not limited to, the parent or child looking away from the current activity, the parent or child exhibiting neutral affect, or the parent or child attempting to engage in a different activity. Observers defined moderate interest as the parent or child appearing neither bored nor disinterested a majority of the time, occasionally actively engaged with the item or activity, but not eager to continue the play activity. Observers scored parents and children as exhibiting moderate interest if either exhibited neutral affect a majority of the interaction or were occasionally observed actively engaged with the same activity with favorable affect. Observers defined high interest as the parent or child actively engaged with the same activity with favorable affect. For example, the parent and child should reference each other
frequently throughout the interaction. Observers rated parent and child interest per assessment using a 6-point rating scale. Within the rating scale, 0 and 1 indicated low levels, 2 and 3 indicated moderate levels and 5 indicated high levels of the specific response.

Data collection. I trained observers using written instructions and video examples. Observers collected data for each measure within a 5 min videotaped assessment of the parent-child dyad. Observers scored all measures, except parent directives, using a data sheet and pencil. For parent directives, observers typed a transcription of the assessment and transferred the text to the applicable data sheet (see Appendix M). I then transferred all data to a computer for further data analysis.

Inter-observer agreement. Inter-observer agreement (IOA) was collected for at least 33% of all conditions across all measures. Observers scored agreement for parent confidence and stress, and parent and child interest only if each observer identified the same rating. I calculated IOA for every other measure by dividing the number of agreements by the total number of agreements plus disagreements and multiplying by 100. Then I transferred the data to an excel spreadsheet. The average IOA for each measure across each condition was 94%, 96%, and 94% for parent-child Dyads 1, 2, and 3, respectively. See Table 2 for a breakdown of IOA results.

Experimental Design

The design of the study was an AB design replicated across three participants (Barlow, Nock, & Hersen, 2009).

Procedures

Baseline. There were three baseline sessions for Parents and Children 1 and 2 and four baseline sessions for Parent and Child 3. Each baseline session involved a 5 min videotaped
assessment of the parent-child play interaction and two different informational sessions. No training occurred.

Session 1. The goal of the first session was to establish a collaborative relationship with the family, to introduce the Sunny Starts program, understand from the parents’ perspective the quality of the current parent-child interaction, and to directly observe the parent-child interaction to identify future targets.

To address the previously stated goals, the first session of the parent-training program involved an orientation process. At the beginning of the first session, I introduced the assistant and myself. Immediately following, the parents introduced themselves and their child. After introductions, the assistant engaged with the child while the interventionist oriented the parent to the parent-training program. This orientation process involved the presentation of the parent workbook binder. Upon this presentation, the binder had the cover page (Appendix A) and timeline (Appendix B). Following the overview of the program timeline, I reviewed all text associated with the family materials (Appendix C) with the parent. The family materials included a brief overview of the Sunny Starts goals, mission, basic family-specific demographic information, and the program contract. The contract outlined the basic responsibilities of the program and the families involved. I read the contract portion of the family materials and filled in applicable information when necessary. I stopped to discuss program-specific questions if the parent asked. Next, I reviewed and discussed responses made in regards to the intake assessment (Appendix D) to understand from the parents perspective typical interactions the child had with different family members, including the participating parent, and identify specific skill areas the parent would be interested in enhancing throughout the course of the program. The intake assessment was a parent questionnaire that required parents to identify basic child information
(e.g., name and age), desired goals and priorities, how their child interacted with different family members, how the child communicated with the family, and specific child and family interests. I stopped to discuss and elaborate on responses when clarification was necessary. I used the information within this assessment to identify both parent and child preferred items and activities throughout training and to help guide her decisions as it pertained to selecting child target skills.

One should note that approximately one-week prior to the first session, I e-mailed the family materials and the intake assessment to the family to allow them time to review and formulate responses. I encouraged the parent to review the documents and informed the parents they would collaboratively review the documents at their first session.

At the end of the session, the interventionist informed the parent that during each session they would engage in a 5 min videotaped assessment with their child within a typical play routine. Following the explanation, the interventionist conducted the 5 min assessment. No feedback was provided following the assessment. If the parent asked questions regarding how to respond within the assessment, the interventionist told the parents to interact with their child how they normally would during play. This assessment allowed the trainers to observe the parent-child interaction and identify future targets.

Session 2. The first goal of the second session was to introduce the families to applied behavior analysis. The interventionist introduced basic behavior analytic concepts (e.g., a three-term contingency, positive reinforcement) because she would frequently refer to them during training. The second goal of this session was to continue to build a working relationship and provide the family with further support. The third goal of the session was to directly observe the parent-child interaction to continue to monitor change (if any) in future target skills.

During the second session, the interventionist presented an introduction to applied
behavior analysis (Appendix E). Within the introduction to applied behavior analysis, the interventionist reviewed the basics concepts and practices within applied behavior analysis. The interventionist stopped to provide specific examples of each concept, as well as answer any content-related questions. After the introduction to applied behavior analysis, the interventionist gave the parent a packet detailing various local resources (Appendix F). The interventionist informed the parent that although identifying and providing resources was not their area of expertise, the packet included several organizations that could help give the family a jump-start in identifying resources applicable to their specific family needs. At the end of the session, the interventionist informed the parent that it was time for the 5 min videotaped assessment. Procedures for conducting the assessment occurred in the same way as Session 1. Again, the trainers utilized this assessment to observe the parent-child interaction and continued to monitor future targets.

Session 3. The goal of the third session was to continue to enhance the working relationship, and observe the parent-child interaction. For Parents 1 and 2, the goal of the third session also included introducing the DANCE.

At the beginning of session 3, the parent and child engaged in a 5 min assessment. The interventionist began parent training for Parents 1 and 2. After the assessment, the interventionist began parent training for Parents 1 and 2. For Parent and Child 3, the interventionist continued to build rapport and get to know the family.

Session 4. Only Parent and Child 3 had an additional baseline assessment. The goals were the same as in Session 3 and it was conducted in the same manner.

Parent-training. The goal of parent training was to enhance the parent-child social interaction by teaching parents to engage in teaching episodes for a specific child target skill. As
such, parent training involved an introduction to the teaching procedures. This included instruction, self-observation, modeling, practice, and feedback. Child target skills were agreed upon by the interventionist and parent. Parent skills were comprised of the DANCE components (see below) and specific goals within this were determined by performance within 5 min assessments. 5 min pre-assessments were conducted exactly as the 5 min assessments during baseline at the beginning of each session. For Parents and Children 1 and 2, post-assessments were taken throughout training, and for Parent and Child 3, post-assessments were taken for the last three sessions.

*Introduction and models.* I gave the parent a handout that illustrated the concept and procedures (Appendix H). I referred to this framework as the DANCE. The DANCE is an acronym to serve as a reminder for the key components within a teaching episode. D, *decide*, is to help the parent to determine if it is an appropriate time to teach (e.g., no competing activities, child is rested). This involves identifying setting events, environmental arrangements, and preferred items/activities that promote learning. The next letter, A, stands for *arrange*. Once the parent identifies an appropriate time to teach, they set up the environment to facilitate learning and motivate the learner to engage in the target response (e.g., place high preference items within sight, but out of reach). The third letter of the DANCE acronym is N. N stands for *Now*. *Now* refers to the parents’ desirable response following the child’s target response. After the child engages in the target response, the parent is encouraged to immediately provide generous access to their child’s preferred item or activity. The next letter is C. C stands for *contemplate*. The parent determines if they are seeing desired progress. The last letter, E, stands for *Enjoy*. Throughout the course of teaching, it is important that both the parent and the child are enjoying themselves. After reviewing the concepts, I explained the importance of a “dance,” that is, a
series of teaching interactions and play interactions that are balanced between the parent and child (Ala’i-Rosales, Cermak, & Guðmundsdóttir, 2013).

After the introduction of the DANCE, I informed the parent what child response they would start targeting and provided the parents with a rationale for selecting the specific child response. I told the parents that I would determine progress in respect to their teaching episodes for their child’s target response within the 5 min assessments. I explained to the parent that progress meant that the parent engaged in a high rate of teaching episodes for the child response consistently over time. Furthermore, I told the parent that the number of teaching episodes for the child’s target response should be approximately the same as the number of times the child engages in the target response. For example, if the child target was eye contact, the parent’s teaching episodes for eye contact was analyzed. If the child engaged in 20 instances of eye contact, the parent should engage in about 20 teaching episodes for eye contact.

*Five min videotaped pre-assessment.* Five min videotaped pre-assessments occurred at the beginning of each session prior to training in order for me to identify parent and child progress, as well as a parent goal during practice that session. I gave the parent a general instruction to demonstrate what they practiced in the previous session. I collected data in-vivo on the number of times the child engaged in the target response and the number of times the parent engaged in a teaching episode based on the child’s target response.

*Self-observation.* In order for the trainer to identify for the parent their progress, their child’s progress, and their practice goal, immediately following the pre-assessment, the parent and I viewed the pre-assessment video. Before I started the video, I wanted to ensure the parent was attending to responses related to the practice goal. I asked the parent a question or asked the parent to attend to a specific concept while they watched the video. Table 3 presents the types of
questions or directions I provided. The questions were provided to help parents discriminate desired performances in each component. During the video, I stopped the video if the parent or myself identified instances in which they did or could have engaged in the desired performance. When parents identified desired performances, provided rationales for engaging in desired performance, or identified ways to engage in desired performance, I provided praise, and many times elaborated on their response to indicate how their performance could have affected or did affect the child’s responding.

*Practice with feedback.* To allow the parent to visually see their progress, as well as their child’s progress, I plotted the parent and child data on a graph (Appendix K) and reviewed and analyzed the data with the parent. After the data analysis, I set a specific goal for the parent to practice within that session. I decided this specific goal based on the parent’s responding within the 5 min pre-assessment. The goal was identified in terms of the DANCE framework. For example, if the child was engaging in the target response during the 5 min assessment, but the parent was not delivering access to a preferred item or activity, I told the parent they would focus on the *Now* component of the DANCE, specifically delivering access to a preferred item or activity as soon as the child engaged in the target response. Following the selection of the goal, I modeled (with the child) the parent’s goal behavior. After modeling, the parent then practiced with the child. At that time, I provided in-vivo feedback, praising instances in which the parent was engaging in the goal behavior, and identifying how the parent’s desired performance positively affected the child’s performance. If the parent was not engaging in the goal behavior, I offered suggestions for ways in which the parent could engage in that response or returned to modeling. I discontinued practice after the parent was frequently engaging in the desired performance.
Five min videotaped post-assessment. After practice and feedback (within sessions that involved self-observation), I took a 5 min post-assessment video of the parent-child dyad to assess the parent’s progress. Like the pre-assessment, I gave the parent directions to continue doing what they practiced and collected data in-vivo. In order for the parent to understand their progress, and their child’s progress, following the post-assessment I reviewed the post-assessment data with the parent.

Session wrap-up. At the end of the session, I filled out and gave the parent a home-helper form (Appendix J). The form broke down the teaching episode into the DANCE components and was intended to assist the families in integrating teaching strategies into their home routine. I provided feedback in respect to how the parent was performing within each component of the DANCE. The form also had a section indicating continued practice. I identified the current child target response, and recommended that the parent should continue to target the skill outside of training sessions. At the end of the session, the parent and I scheduled their next session.

Dyad specific procedures

Throughout the course of the program, some deviations were made from the general procedures. These deviations and rationales for such changes are explained below.

Parent and Child 1. During Parent and Child 1’s fifth session, Child 1 began to tantrum. The intensity of his tantrum was not feasible for training; as such, I chose not to discontinue training after the pre-assessment video.

Parent and Child 3. During baseline sessions, I observed Child 3 protesting and refusing to change activities if anyone requested or encouraged the child to engage in a different activity. Furthermore, the child protested if the parent attempted to restrict access to a preferred item or activity. Following baseline, parent training initially involved the previous interventionist
presenting handouts titled building bonds (Appendix G). Building bonds outlined strategies and techniques for establishing and maintaining rapport with your child. The previous interventionist explained to the parent that in order to increase the instances in which Child 3 remained calm when the parent restricted access to a preferred item or activity, the parent would first focus on reinforcer regulation. These training sessions began with a 5 min assessment, followed by practice and feedback and session wrap-up as outlined above.

During the first self-observation session (Assessment 9), Parent 3 viewed her assessment video from Assessment 6. I selected this video because the parent set up several opportunities in which the child frequently engaged in the target response (eye contact), but did not always provide a desired consequence following the target response. I did not conduct a 5 min post-assessment video during that session. One should note that Sessions 10 through 12 did not involve self-observation. I chose not to utilize self-observation because Parent 3’s responding maintained above baseline levels.

Child 3 was unable to participate in training for a two-month period due to a tonsillectomy. When I started training again, I decided to utilize self-observation because of the sudden increase in the number of teaching episodes (after the initial introduction of self-observation) between Sessions 9 and 10.
RESULTS

Results are depicted within nine figures. The first six figures display data for each measure across parents and children. The last three figures display the number of teaching episodes and all relationship indices for each parent-child dyad. Data are reported across 5 min assessments within baseline and DANCE training.

Number of Teaching Episodes

During baseline assessments, all parents engaged in a variable number of teaching episodes, ranging from 2 to 9, 4 to 8, and 1 to 7, for Parents 1, 2, and 3, respectively. After training, all parents demonstrated an increase in the number of teaching episodes, engaging in up to 24, 27, and 21 teaching episodes for Parents 1, 2, and 3, respectively. Overall, the number of teaching episodes during post-assessments remained higher than baseline levels, and many times increased in comparison to pre-assessment levels (see Figure 1).

Number of Targeted Child Responses

Children 1 and 2 engaged in few turns during baseline. Child 1 led a majority of the interaction and Child 2 steadily increased in the number of instances in which she was leading. During baseline and reinforcer regulation, the rate of Child 3’s eye contact occurred at variable rates. After parent training, Child 1 demonstrated an increase in the number of turns he was taking and engaged in more instances of following in comparison to baseline, and Child 2 engaged in a slightly higher rate of turns with a balanced ratio of leading to following. After the initial introduction of teaching episodes (targeting eye contact), Child 3’s eye contact continued to occur at variable rates. However, after the introduction of self-observation, the child engaged in higher rates of eye contact (see Figure 2).
Percentage of Parent and Child Engagement and Number of Parent Directives

During baseline, all dyads engaged in variable rates of engagement. Parent 1’s number of directives remained low, then sharply increased at the end of baseline, Parent 2 engaged in a low number of directive responses, and Parent 3 engaged in a high number of directive responses. Throughout parent training, the percentage of engagement became less variable and increased across all parent-child dyads. For Parent 1, the trend of the number of parent directives mimicked baseline results. Parent 2 continued to engage in a low number of directives throughout training. The number of directives Parent 3 engaged in steadily decreased after training (see Figure 3).

Observer Ratings for Parent Confidence and Stress

During baseline, observers rated Parent 1 and 2 as displaying low confidence and Parent 3 as displaying moderate confidence. Observers rated Parents 1 and 3 as displaying low to moderate stress, but Parent 2 consistently displaying moderate stress. After training, observers rated Parents 1 and 2 as displaying higher ratings of confidence. At the onset of training, observers noted a slight decrease in her confidence. After the introduction of self-observation, Parent 3’s confidence variably increased. Furthermore, throughout training, observed levels of stress for all parents remained the same as baseline or slightly decreased (see Figure 4).

Percentage of Parent and Child Affect

During baseline, a majority of the time all parents and children engaged in low levels of favorable affect and high levels of neutral affect. Throughout the course of parent training, all parent-child dyads engaged in similar, but sometimes higher, rates of favorable affect (see Figure 5).
Observer Ratings of Parent and Child Interest

During baseline, observers rated Parent 1’s interest as low, Child 1’s interest as moderate. Parent and Child 2’s interest as low, Parent 3’s interest from high to low to moderate, and Child 3’s interest from moderate to low. After training, parent interest increased for Parents 1 and 3. Parent 3 remained moderately interested a majority of the time, with a few instances of low and high interest. Child 1’s level of interest remained the same with a few more instances of high interest, Child 2’s interest increased, and Child 3’s interest remained moderate a majority of the time, with a few instances of low and high interest (see Figure 6).

Parent and Child Teaching Episodes and Relationship Indices

The results of each dyad’s responding in reference to parent teaching episodes (see Figure 1), percent of engagement and number of parent directives (see Figure 3), percent of parent and child affect (see Figure 4), and observer ratings of parent and child interest (see Figure 6) and parent confidence and stress (see Figure 5) are presented collectively (see Figures 7, 8, and 9). For Parent and Child 1, after training, engagement and affect increased slightly while parent directives remained low. Child interest increased slightly (if at all). Parent interest increased drastically, and at the same time, when parent confidence increased, stress decreased. For Parent and Child 2, at the onset of training, engagement increased as parent directives remained consistently low, parent affect was largely unaffected, but child favorable affect increased slightly. Parent and child interest increased, as well as parent confidence. However, parent stress decreased slightly. For Parent and Child 3, during training, parent and child engagement was slightly higher, yet variable, but affect for both increased. Overall, parent directive responses decreased. Parent and child interest and parent confidence increased slightly.
Observers reported a slight decrease in parent stress. The most significant improvement across each measure occurred over the course of the final three assessments.
DISCUSSION

The results of this study indicated that parents engaged in more teaching episodes following training, and targeted child responding also improved. Parents and children demonstrated slightly higher, yet variable, rates of engagement. Parent directive responses decreased or remained low after parent training. Favorable affect increased for one family, and increased slightly for two families. Furthermore, observers rated parent and child interest either the same or higher following training and parent confidence was rated higher, while stress was rated low following training.

These results are similar to outcomes reported on studies of pivotal response training (PRT) and enhanced milieu teaching (EMT) in that all parents increased and enhanced social teaching interactions with their children (Baker-Erizen, Stahmer, & Burns, 2007; Gillett & LeBlanc, 2007; Hemmeter & Kaiser, 1994; Kaiser, Hancock, & Nietfeld, 2000; Kaiser et al., 1995; Kaiser & Roberts, 2012; Koegel, Symon, Koegel, 2002; Laski, Charlop, & Schreibman, 1988; Schreibman & Koegel, 1996; Stahmer, 1995; Vismara, & Lyons, 2007). Parents demonstrated the ability to independently identify parent and child preferred items and activities, engage in balanced turn taking, increase child motivation to occasion opportunities for the child to engage in the target response, respond immediately following the child’s target response, and model and expand when necessary to increase social behavior. Furthermore, all changes occurred within natural play settings. These changes are all key components within PRT and EMT literature (Koegel & Koegel, 2006; Kaiser & Hester, 1994) and replicate and extend the generality of this basic approach. Additionally, like the PRT studies, the current research also suggests improvements in target child skills across several collateral areas (Koegel & Koegel, 2006).
This study also adds to previous research findings within videotaped self-observation (Bernal et al., 1968; Dowrick & Johns, 1976; Fox & Westling, 1991; Kaiser, Hester, & Nietfeld, 2000; Kissel, Whitman, & Reid, 1983; Peck, Killen, & Baumgart, 1989; Phaneuf & McIntyre, 2007; Reamer, Brady, & Hawkins, 1998) demonstrating the effectiveness of a training package including videotaped self-observation to teach persons to improve their own performance to become effective change agents. The self-observation component involved the trainer and the parent reviewing their entire assessment video moments after it took place. Before the viewing, I gave the parent a task to do as they watched the video. During the video, the parent and I identified instances in which the parent was engaging in desired responding or instances in which the parent could engage in the desired responding, and the two collaborated to discuss ways in which the parent could engage in the target response. I also provided rationales during the viewing process. Similarly, Bernal et al. (1968) used the parent and child’s most recent videotaped interactions to show a mother instances in which she was and was not engaging in the desired response. However, Bernal et al. (1968) did not indicate to what extent the parent participated in identifying instances in which she was or was not engaging in the desired response. Furthermore, Fox and Westling (1991) and Reamer, Brady, and Hawkins (1998) showed parents clips from previous sessions. Fox and Westling showed clips in which the parent engaged in desired behavior, where as Reamer, Brady, and Hawkins showed parents three clips of the parent engaging in the desired response and one clip of the parent engaging an undesired response based on the training goal. Instead, this study showed parents their entire assessment, pausing when necessary for the parent or myself to discuss the parent and child’s responding. Similarly, Phaneuf, and McIntyre (2007) watched their most recent assessment and had the parent suggest alternative responses in the presence of undesirable parent responding. The
method of this study was most similar to Kaiser, Hancock, and Nietfeld (2000) in which parents were taught to engage in similar responses to occasion similar child social responding. It is important to note that this study is a partial replication of Kaiser, Hancock, and Nietfeld (2000). The study, however, offers operational descriptions (Horner et al., 2005) of the exact self-observation procedures including a description of the interventionist’s questions or directions during self-observation. Furthermore, this study extended Bernal et al. (1968), Fox and Westling (1991), Kaiser, Hancock, and Nietfeld (2000), Phaneuf and McIntyre (2007), and Reamer, Brady, and Hawkins (1998) by measuring change in collateral areas including parent-child engagement, parent directives, parent and child affect, parent and child interest, and parent confidence and stress. The collective analysis of these measures provided a data based snapshot of the quality of the parent-child interaction before and after training. The effects of this package are discussed below by each measure.

Teaching Episodes

Self-observation, modeling, practice, feedback, and home integration improved parent implementation of teaching episodes. Post-assessments demonstrated the parents’ ability to increase and maintain rates of teaching episodes that allowed the children to increase responding. It was evident that the parents relied on the DANCE framework. Parent 1 and her husband independently decided on skills to target with their child outside of play interactions. For example, outside of training, they reported they were teaching the child appropriate ways to protest and seek attention with his sibling. Parent 1 and her husband were eager to tell the trainers the progress they had made within those targeted skill areas from week to week. On a different occasion, after practice and feedback during one of the training sessions, I told Parent 2 I was going to get ready to start the post-assessment. As the parent began gathering his child’s
preferred items, he told me, “since you decided, it was a good time to do the post-assessment, I will arrange my environment so I can response now and then I will think [or contemplate] about what we did and how things are going, and we’ll all enjoy and have fun.” I observed Parent 3 target an array of language and communication skills (e.g., appropriate protests, instruction following, receptive and expressive identification) across the entire session.

Turn Taking

Parent 1 and 2 targeted turn taking. Prior to training, Child 1 directed most of the interaction. There were several instances during baseline assessments when Child 1 would start to direct others outside of the mother-child interaction (i.e., dad and sibling). During the final assessment, Child 1’s attention was directed toward mom the entire assessment. The two engaged in a number of social games and pretend play activities, both leading and following at nearly a 1:1 ratio. During baseline, Child 2 sat on her father’s shoulders for a majority of the 5 min interaction. Instances in which she lead mainly included times when she wanted to move to a different location in their apartment; she nudged her father’s face in the desired direction. However, after training, Child 2 was off of her father’s shoulders, initiating to her dad more often, and engaged in several more instances of following.

Eye Contact

Parent and Child 3’s assessments took place primarily within the child’s playroom. While in the playroom, the child typically engaged with action figures or vehicles, and manipulated these items by himself. During practice, the trainers observed the child engage in higher rates of eye contact during social activities. I would discontinue practice and feedback because the parent was providing several teaching episodes for her son’s eye contact. However, at the next session, the child would return to playing with his action figures or vehicles. When I introduced the self-
observed and asked the parent to discriminate activities that occasioned eye contact and interaction, the parent’s demeanor changed markedly, it was as if a “light bulb” turned on; she exclaimed, “When I did silly things!” Once Parent 3 identified and arranged for the social (or “silly”) activities, her son’s eye contact increased dramatically.

**Parent-child Engagement**

During baseline, all parents were observed “going through the motions” with their children. After training, not only did the parent-child engagement increase, but also the quality of the engagement appeared to improve drastically. After training, all parents were engaging in more social activities with their child. These social interactions involved singing songs, playing hide and seek, leap frog, exercise and gymnastics, dancing, pretending to take a bath, and making silly faces at one another, which occurred a majority of the session.

**Parent Directives**

The number of parent directives decreased or remained low after training. Instead of repetitive instructions telling the child what to do, the parents either provided comments expanding on the activity the two were engaged with or the parent modeled actions. In the event the parents provided directive responses, they were typically geared toward the play activity and ensured the child responded (by withholding access to a preferred item or activity and providing access once the child followed through). For example, if the parent and child were playing baseball and the child hit the ball, the parent may have told the child, “run to first base!”

**Affect and Interest**

Affect increased for one parent-child dyad and increased slightly for two parent-child dyads. Parents and children were more likely to engage in favorable affect when they were engaged with each other within a social play context. The training did not produce unfavorable
affect. This is important in that one of the goals of DANCE is parent and child enjoyment. A training program that produces discomfort would be counterproductive.

During baseline, although Parents 1 and 2 were physically present, they seemed preoccupied. The parents turned their attention away from their child on numerous occasions. Parent 2 remained stationary and quietly stared off into the distance as his daughter sat on his shoulders a majority of the interaction. If he wasn’t standing quietly, he was making comments to the assistant or myself (explaining the stereotypic behavior of the child). Both parents acknowledged their children if they initiated to them, but for the most part, the parent appeared out of touch with the play activity. After training, Parents 1 and 2 demonstrated significantly higher levels of interest. During baseline, Parent 3 initiated to her child several times, but did not always follow her child’s lead. She primarily offered choices or suggestions of things to do that the child appeared to not be interested in or were unrelated to the child’s play. After training, when Parent 3 initiated to her child, she was making comments or suggestions related to her child’s current interests within the same play activity. By the end of training, all parents initiated to their child on numerous occasions, were able to identify and provide their children with preferred items and activities, and willingly participated with the child. Many times the parent-child dyads continued to engage in the play activity for several minutes after the assessment stopped.

Child interest for Child 1 did not seem to change dramatically, however, after training he did appeared slightly more interested in the activities mom was initiating. Anecdotally, it is important to note that all children became less interested in the objects they were manipulating and more interested in various social interactions with their parents. Toward the end of training,
all children began to approach their parent during feedback in an effort to continue the social engagement.

Parent Confidence and Stress

Of considerable note, all parents’ confidence jumped up following the introduction of self-observation. During assessments, all parents made deliberate actions to facilitate the play interaction. Parents displayed higher levels of confidence within the assessment following training and also outside of assessments. Following training, the parent made independent and deliberate choices to engage in the desired performance. For Parent 1, after assessments 4, 8, and 9, she immediately identified that she was not engaging in a particular performance. As we reviewed the video, she independently identified instances in which she could have engaged in the particular performance. Furthermore, after training, Parents 2 and 3 were able to provide more rationales for why they chose to engage in certain responses during assessments. Parent stress appeared to be minimally affected as a result of training. They did not appear less stressed, but did not appear more stressed either. No parent ever demonstrated extreme frustration or irritation with his or her child.

Future Directions and Summary

The current study investigated the number of teaching episodes the parents provided for turn taking and social communication. It would be advantageous to have formal measures to capture reported and anecdotal observations. For example, Parent 1 sent an e-mail to the author filled with statements such as, “We will forever be grateful to the Sunny Starts program for being such an integral part of making our lives so much more functional…[the Sunny Starts program has] been the most influential and helpful to our family. I am so hopeful for the future now.” Therefore, additional research to determine the effects of the package to teach children a wider
variety of skills, and to assess the parents’ ability to generalize the use of the DANCE framework would be beneficial.

The current study also investigated several relationship quality measures. Observers scored parent confidence, stress, and interest and child interest using a 6-point rating scale. Confidence, stress, and interest definitions were adapted from Brookman-Frazee (2004). However, these definitions were still subjective, as very few studies have explored these measures using objective terms. Future research should seek to objectively define and measure these quality indicators. Anecdotally, after observing the three dyads in this study, there were observable behaviors the parents and children engaged in to indicate more objective definitions. For example, more confident parents switched between activities more frequently, delivered access to preferred items or activities immediately after the child engaged in the correct response, or frequently arranged the environment to facilitate multiple learning opportunities. Both parents and children displayed higher interest when their actions were related to the current play activity. If either the parent or the child initiated a different play activity, the other would follow that person’s lead and engage with the different activity.

The current study did not conduct follow-up probes. If a parent does not maintain the skills acquired during training, the quality of the parent-child interaction could return to baseline levels. As such, the long-term effectiveness of a training package utilizing the DANCE framework with a self-observation component warrants future investigation.

In conclusion, this study both supports and extends previous parent training literature demonstrating the effectiveness of a training package utilizing self-observation. Not only did parents learn to utilize a teaching framework, but child social behaviors increased. This study provided explicit instructions for self-observation conditions, outlining questions and directions
that the investigator engaged in during self-observation that facilitated change in the parents’
behavior. Of importance, an array of collateral change was also observed as parents and children
began engaging in higher rates of desirable performance. These changes occurred as a result of a
training package with a self-observation component. These changes demonstrate that parents can
help their children, enhance the quality of the parent-child social interaction, and learn to
discriminate desired teaching behaviors.
### Table 1

*Measures, Recording Methods, Brief Definitions, and Examples*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Recording Method</th>
<th>Brief Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Episodes</td>
<td>Frequency</td>
<td>The child engages in a target response and the parent capitalizes on this response by providing access to a preferred item or activity within 3 sec of the child response.</td>
<td>The child reaches for Playdoh and looks at his parent. The parent capitalizes on this moment and hands the child the Playdoh 2 sec after the child response.</td>
</tr>
<tr>
<td>Child Leading</td>
<td>Frequency</td>
<td>Instances in which the child initiates and engages with a different activity. This could occur within or across items or activities.</td>
<td>The parent and child are having a tea party. The child asks the parent if they can color and the parent and child start coloring.</td>
</tr>
<tr>
<td>Child Following</td>
<td>Frequency</td>
<td>Instances in which the child engages with an item or activity that is regulated by their parent. This could occur within or across item and activities.</td>
<td>The parent and child are cleaning up an animal play set. The parent starts blowing bubbles. The parent and child start playing with bubbles.</td>
</tr>
<tr>
<td>Child Turn</td>
<td>Frequency</td>
<td>One turn occurs when the child switches from a leading response to a following response OR from a following response to a leading response</td>
<td>The parent initiates a game of chase. The two play chase together. The child then says, “let’s play hide and seek,” and the two begin a game of hide and seek.</td>
</tr>
<tr>
<td>Child Eye Contact</td>
<td>Frequency</td>
<td>Any orientation of the child’s eyes to the parent’s eyes</td>
<td>The child places a puzzle piece in a puzzle board and immediately looks up toward the parent’s eyes.</td>
</tr>
<tr>
<td>Percentage Engaged</td>
<td>15 sec MTS</td>
<td>The parent and child are both activity interacting with the same item or activity.</td>
<td>The parent and child are oriented toward each other as they prepare to race trains across a track.</td>
</tr>
<tr>
<td>Parent Directive Responses</td>
<td>Frequency</td>
<td>Instances in which the parent explicitly instructs the child to engage or stop engaging in a specific response</td>
<td>The parent exclaims “Billy, come here!”</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Measure</th>
<th>Recording Method</th>
<th>Brief Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Parent and Child Affect</td>
<td>15 sec MTS</td>
<td><strong>Favorable:</strong> The parent or child display pleasure or amusement.</td>
<td>Favorable: The parent is observed smiling and laughing</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Neutral:</strong> The parent or child display indifference</td>
<td>Neutral: The child is observed watching the parent, his mouth is slightly open</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unfavorable:</strong> The parent or child display displeasure or discomfort</td>
<td>Unfavorable: The parent is observed with a wrinkled brow and turned-down lips</td>
</tr>
<tr>
<td>Parent Confidence</td>
<td>Observer Rating</td>
<td>Low (0 or 1): The parent’s actions suggest self-doubt in ability to interact with their child.</td>
<td>Low: The parent speaks to the staff throughout the interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderate (2 or 3): The parent’s actions do not suggest high or low confidence a majority of the interaction.</td>
<td>Moderate: The parent makes some deliberate attempts to set up learning opportunities, but is successful about half of the time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High (4 or 5): The parent makes deliberate choices that lead to quality interaction with their child</td>
<td>High: The parent is observed making frequent changes to their environment to enhance the child’s responding</td>
</tr>
<tr>
<td>Parent Stress</td>
<td>Observer Rating</td>
<td>Low (0 or 1): Parent affect reflects a calm and relaxed demeanor.</td>
<td>Low: The parent is observed smiling or laughing frequently as they play with their child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderate (2 or 3): The parent is neither calm nor frustrated a majority of the interaction.</td>
<td>Moderate: The parent’s affect remains neutral a majority of the interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High (4 or 5): Parent affect reflects frustration, irritation, or tension.</td>
<td>High: The parent delivers several reprimands to their child or is observed rolling their eyes frequently.</td>
</tr>
<tr>
<td>Parent and Child Interest</td>
<td>Observer Rating</td>
<td>Low (0 or 1): The parent or child appears bored or uninvolved.</td>
<td>Low: The parent or child looks around the room and makes several attempts to discontinue child-initiated activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral (2 or 3): Parent or child does not appear bored, but does not actively participate in the interaction.</td>
<td>Moderate: The parent or child displays neutral affect and seems to go through the motions of the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High (4 or 5): Parent or child activity participates in the activity with favorable affect.</td>
<td>High: The parent and child smile and willingly taking turns.</td>
</tr>
</tbody>
</table>
Table 2

*Percentage of Average Interobserver Agreement*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Parent and Child 1</th>
<th>Parent and Child 2</th>
<th>Parent and Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teaching Episodes for Turn Taking/Social Communication</td>
<td>97%</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>Number of Child Leading</td>
<td>97%</td>
<td>98%</td>
<td>-</td>
</tr>
<tr>
<td>Number of Child Following</td>
<td>90%</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Number of Child Turns</td>
<td>94%</td>
<td>96%</td>
<td>-</td>
</tr>
<tr>
<td>Number of Child Eye Contact</td>
<td>-</td>
<td>-</td>
<td>96%</td>
</tr>
<tr>
<td>Percent Engaged</td>
<td>84%</td>
<td>93%</td>
<td>87%</td>
</tr>
<tr>
<td>Number of Parent Directives</td>
<td>95%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>Percent of Parent Affect</td>
<td>87%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Percent of Child Affect</td>
<td>89%</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>Observer Ratings of Parent Confidence</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Observer Ratings of Parent Stress</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Observer Ratings of Parent Interest</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Observer Ratings of Child Interest</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>DANCE Component</td>
<td>Question or Task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decide</strong></td>
<td>How do you know if the item or activity your child is engaging with is preferred or not preferred?</td>
<td>What activities were you and your child engaged in when you saw your child make the target response?</td>
<td>What activities were you and your child engaged in when you did not see your child make the target response?</td>
</tr>
<tr>
<td><strong>Arrange</strong></td>
<td>How could you reorganize the environment in order for your child to engage in the target response? Tell me when you arranged for an opportunity for your child to engage in a target response. Do you think you arranged enough learning opportunities?</td>
<td>How could you arrange for more opportunities for your child? How are you setting up your child to be successful?</td>
<td>How could you set up your child to be successful?</td>
</tr>
<tr>
<td><strong>Now</strong></td>
<td>As we watch the video, tell me what you do immediately after your child engages in the target response. Do you think your response increase the likelihood that he/she is going to engage in that response in the future? Did you provide access to something meaningful?</td>
<td>How could you tell the consequence that you provided was meaningful?</td>
<td></td>
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(continued)
Table 3 (continued)

<table>
<thead>
<tr>
<th>DANCE Component</th>
<th>Question or Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contemplate</strong></td>
<td>Are you seeing progress? Your child is making progress. What should you be doing or consider doing now? Your child hasn’t engaged in the target response recently. What could you do next? Are you balancing turn taking? Have your child’s interests changed?</td>
</tr>
<tr>
<td><strong>Enjoy</strong></td>
<td>What are activities you and your child have recently done together that you have both enjoyed? What could you do if you or your child were not longer having fun? How can you ensure that everyone will continue to be happy? What part of this activity is your child enjoying the most? What part of this activity are you enjoying the most? In this moment, are you and your child having fun together?</td>
</tr>
</tbody>
</table>
Figure 1. Number of teaching episodes across 5 min assessments.
Figure 2. Number of child target responses across 5 min assessments.
Figure 3. Percentage of parent and child engagement and number of parent directive responses across 5 min assessments.
Figure 4. Parent confidence and stress observer ratings across 5 min assessments.
Figure 5. Percentage of parent and child affect across 5 min assessments.
Figure 6. Parent and child interest observer ratings across 5 min assessments.
Figure 7. Parent and Child 1: Number of teaching episodes for turn taking, percentage of parent-child engagement, number of parent directives, percentage of parent and child affect, parent and child interest, parent confidence, and parent stress observer ratings across 5 min.
Figure 8. Parent and Child 2: number of teaching episodes for turn taking, percentage of parent-child engagement, number of parent directives, percentage of parent and child affect, parent and child interest, parent confidence, and parent stress observer ratings across 5 min assessments.
Figure 9. Parent and Child 3: number of teaching episodes for social communication, percentage of parent-child engagement, number of parent directives, percentage of parent and child affect, parent and child interest, parent confidence, and parent stress observer ratings across 5 min.
APPENDIX A

SUNNY STARTS PARENT BINDER COVER PAGE

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
“Today is your day, your mountain is waiting, so get on your way.”

Department of Behavior Analysis
University of North Texas
APPENDIX B

SUNNY STARTS PROGRAM TIMELINE

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
Sunny Starts Parent Training Timeline

**Initial Meeting**
Orientation, General Assessment, and Rapport Building

**Resources & Introduction to ABA**
Assessment and Rapport Building

**Introduction to The DANCE**
Assessment, Directed Practice, and Home Helper

**The DANCE coaching and collaboration**
Assessment, Directed Practice, and Home Helper

**Final Meeting & Exit Report**

Sessions

1  2  3  4  5  6  7  8  9  10  11  12  13  14
APPENDIX C

SUNNY STARTS FAMILY MATERIALS

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
University of North Texas

Department of Behavior Analysis

Parent Training Program

Family Material
Mission

The primary mission of Sunny Starts is to develop and provide evidence-based services to enhance the quality of relationships within families who have children with autism.

Outcomes

Together, we will develop environmental arrangements that support closeness, mutual enjoyment, attending and social responding. We will also develop strategies to increase and expand interests, constructive social play, and increase the ease of daily interactions. Finally, we will identify and address goals that are unique to your family.
Parents as Teachers

A child’s family is their most influential, durable and valuable resource. Parents are experts about their child and about the ecology of their family life. Including parent and family members in intervention is a strong component of all effective intervention programs. Parents and professionals should view one another as collaborators in teaching children important skills to foster increased independence and positive lifestyles. Training parents as teachers has increased quantity and quality of treatment for children with autism. The purpose of this training program is to enhance the quality of treatment and to foster positive relationships within families of children with autism.
Behavioral Interventions

This program focuses on teaching parents to use techniques and principles derived from studies within the field of Behavior Analysis. Within behavior analytic practices, there is a focus on the functional relationship between a specific behavior and the events that cause the behavior to occur (either before or after the behavior). This relationship is known as a contingency. Furthermore, behavior analysts study the individual parts of the contingency and make decisions depending on what kind of changes are desired.

This program will analyze contingencies within the natural environment throughout every day activities. The intervention techniques will be “evidence-based.” In other words, the procedures are documented to produce important increases in skills for children with autism.
What defines a behavioral parent-training program?

- Setting attainable and socially valid goals in objectively defined terms
- Using evidence-based techniques to help parent and child reach their goal(s)
- Systematic record-keeping methods to monitor progress
- Continuously modifying conditions to maintain and promote skills
Forms to Return

Please read the following information and fill out the corresponding forms when applicable. When you are finished, return these forms to your service provider and ensure that you have a copy as well. If you have any questions, please contact your service provider.
Feedback and General Information

Feedback
Throughout the program, you will be asked to provide verbal and/or written feedback regarding your experience with the Sunny Starts program in the form of a survey or questionnaire.

Grievances
Grievances regarding the program can be documented in written form or may be explained directly to the service provider.

Any feedback or grievance that you are uncomfortable giving directly to the clinician may be given to ______________ who can be reached at ________________.

If you believe the BCBA, ______________, is behaving in an unethical or unprofessional manner that is not in line with the BCBA Professional Disciplinary Standards, you may report your grievance to the Behavior Analyst Certification Board (BACB). BCBA disciplinary standards and procedures for filing a complaint are located in the consumer information section of www.bacb.com.

Staff Contact Information

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Sunny Starts Service Agreement

SERVICE AGREEMENT BETWEEN

__________________________________________
(Name of Clinician)

AND

__________________________________________
(Name of Parent[s]/Guardian[s])

| Child’s Name | ____________________________ | D.O.B | ________ |
| Parent(s) Name(s) | __________________________________________ |
| Phone | __________________________________________ |
| Email | __________________________________________ |
| Address | __________________________________________ |
| City, State, Zip | __________________________________________ |

THIS AGREEMENT, made this ______ day of _____, 20 ___ between

__________________________________________ (clinician and/or organization) and

__________________________________________ (parent[s] or legal guardian[s]).
Parent(s)/Legal Guardian(s):

As a parent or legal guardian, you are the most important and instrumental member of the treatment team. Your involvement and continued training will facilitate your child’s progress and ensure that the people who are constant in your child’s life are effective in creating an environment conducive to positive behavior change and communication. Family interactions supporting the treatment plan must be maintained outside of direct treatment hours to capitalize on skills acquired.

NOW THEREFORE, in consideration of the covenants and agreements herein set forth, the parties hereto agree as follows:

I. PROGRAM

A. Scope of Professional Services

1. In consultation with the caregiver, the case supervisor will develop specific achievement goals, devise a method for measuring the child and caregiver’s progress, and provide a schedule for parent training and observation.

2. One-hour caregiver training sessions are conducted at the parent(s)/guardian(s) home

3. Training sessions are provided _____ days/week.

4. At least the first three training sessions are devoted to assessment of the intake measures.

5. The entire length of training program ranges from 1-5 months
B. Staffing (check one)

☐ The above mentioned service provider will be the only person conducting and viewing training sessions.

☐ In addition to the above, other agency personnel may observe training sessions for educational purposes only.

☐ In addition to the above, other agency personnel may participate in training sessions under the supervision and guidance of the service provider.

C. Video Recording

1. All sessions will be recorded with a video camera for data collection and assessment purposes.

2. Permission will be sought prior to using any videotape material for purposes outside of Sunny Starts.

II. TERMS OF AGREEMENT

A. Understand that fee and level of involvement are subject to change.

B. Understand that the program requirements and structure are subject to change by, including but not limited to, changes that may affect the child’s eligibility

C. If the caregiver is unable to meet the established roles or responsibilities stated, they will be administered one verbal reminder. After the reminder, if the caregiver does not meet the roles and responsibilities, we have the right to release the child and caregiver from the project.
D. If the caregiver should have any complaints, they should first be brought directly to the clinician. Should the caregiver feel uncomfortable bringing their complaints to the clinician, the parent(s)/guardian(s) may contact ________________, who can be reached at ____________ or ____________.

III. CAREGIVER’S ROLE AND RESPONSIBILITIES
A. Attend a minimum of 10 training sessions with the child and case supervisor.
B. Attend all meetings to maintain consistency of procedures and to contribute input and receive feedback to facilitate generalization.
C. Notify clinician and case supervisor of alternative therapies used (this does not imply endorsement or prohibition, but as a consideration when making treatment decisions).
D. Sessions can only take place if your child and staff are healthy. Illness can spread rapidly and therefore, each party should contact the other ASAP in the event of an illness.
E. Parents will transport child (when necessary). Project staff is not allowed to transport your child.

IV. CONFIDENTIALITY
A. The participants’ names (both caregiver and child) will remain confidential and not be used in any manner outside of private discussion between the clinician, staff, and family.
B. Initials will be placed on paperwork in place of the name
C. Permission will be sought in the event that the information resulting from you and your child’s participation is deemed important to disseminate for the benefit of other parents and/or children.

V. PAYMENT FOR PROFESSIONAL SERVICES
   A. Training sequences cost $70 per hour.
   B. $45 per hour for services thereafter.
   C. All payment is to be made prior to service delivery.
   D. Alternative service agreement (if applicable): All fees waived

I, ____________________, have read and agree to adhere to the terms above.

_________________________________________    _____________
Signature of Parent or Legal Guardian            Date

_________________________________________
Printed Name of Parent or Legal Guardian

_________________________________________    _____________
Signature of Faculty Supervisor                 Date

_________________________________________
Printed Name of Faculty Supervisor
Sunny Starts Guidelines & Individual Authorization Form-For Use or Disclosure of Protected Health Information (PHI)

Guidelines

The Privacy Regulation of the Health Insurance Portability and Accountability Act (HIPPA) will affect the way ________________ (service provider or agency) treats “Protected Health Information” (PHI). This regulation affects you in doctor’s offices, pharmacies, hospitals and in many other situations where PHI is involved.

At ________________ (agency), the staff member(s) who have access to your PHI will need advance written consent from you to distribute your information to other service providers.

We are committed to continuing to help you obtain a high level of service from other vendors and ask you to understand that we cannot assist you until we receive written authorization.

A separate form must be completed by each adult and for each minor dependent that requires assistance with some aspect of “PHI.”

Return completed form to your service provider.

The person signing this form should retain a copy of it.
**Individual Authorization for use or disclosure of Protected Health Information (PHI)**

**Section 1**

I hereby request and authorize the use of disclosure of my (or my child’s) “protected health information” (PHI) as described below:

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Date of Birth</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>City, State, Zip</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

**Section 2**

The individual(s) or entity(ies) authorized to disclose the protected health information is/are:

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Section 3**

The individual(s) or entity(ies) authorized to receive the “protected health information” is/are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
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<tbody>
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<tr>
<th>Phone/Fax Number</th>
<th>Phone/Fax Number</th>
<th>Phone/Fax Number</th>
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</table>
Section 4

The types of “protected health information” that may be disclosed include: (check all that apply and specify “from [date] to [date]” if you wish to limit by dates)

☐ Name and contact information only

☐ Name and contact information, diagnosis and treatment. Dates:

☐ Complete PHI records. Dates:

☐ Assessment tests and results. Dates:

☐ Follow-up and results. Dates:

☐ Other:

Section 5

The purpose for which the disclosure may be made is: (Check one)

☐ At the request of the individual
☐ Other(s): ____________________________________________________________

Section 6

The authorization shall be in force and effect until: (Check one)

☐ [Specify date]:

☐ [Specify event]:

__________________________________________________________

__________________________________________________________
If neither of the above items are checked or completed, this Authorization will expire as of one year from the date this Authorization is signed.

You have the right to revoke this Authorization at any time by sending written notice to the individual or entity you listed above in Section 2. However, if you revoke this Authorization after “protected health information” has been disclosed, the disclosing entity will not be able to take back the information previously disclosed.

Section 7

This authorization and request for disclosure is voluntary. I understand that my eligibility for services covered by this service provider, _______________, will not be affected if I do not sign this form. However, if I do not complete and sign this form, “protected health information” cannot be released to the party(ies) listed in Section 3.

I hereby request and authorize the use or disclosure of my (and my child’s) “protected health information” (PHI) as described above.

__________________________________________________________________________  ______________
Signature of Parent or Legal Guardian  Date

__________________________________________________________________________
Printed Name of Parent or Legal Guardian
Parent Contact Information

Caregiver’s Name

Child’s Name

Address

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

Home Phone Number: ____________________

Work Phone Number: ____________________

Cell Phone Number: ____________________

Other Number: ____________________

Email address(es) ____________________

Preferred method of contact: Home  Cell  Work  Other  Email

Best time to contact you ____________________

Emergency contact(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
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</table>
Family Demographics

Parent/Legal guardian information
Name(s)
Mother: ________________________   Father: ________________________
Current address(es)
1. ________________________
   ________________________
2. ________________________
   ________________________
Highest level of education completed
Mother: ________________________   Father: ________________________
Degree(s) held
Mother: ________________________   Father: ________________________
Occupation
Mother: ________________________   Father: ________________________
Annual income (optional)
___ Under $15,000     ___ $15,000 - $24,999
___ $25,000 - $34,999  ___ $35,000 - $49,000
___ $50,000-$74,999    ___ $75,000 - $999,999
___ $100,000 and over

Family Ethnic background (check all that apply)
___ American Indian or Alaska Native     ___ Japanese
___ Asian Indian     ___ Korean
___ Black, African American     ___ Native Hawaiian
___ Chinese     ___ Samoan
___ Filipino     ___ Vietnamese
___ Hispanic, Latino, or Spanish Origin     ___ White
Other: ________________________
Family Demographics

List all other individuals residing in the home and/or actively involved in family life and their relationship to the child

1. __________________________  Relationship __________________________
2. __________________________  Relationship __________________________
3. __________________________  Relationship __________________________
4. __________________________  Relationship __________________________
5. __________________________  Relationship __________________________
6. __________________________  Relationship __________________________
Child Demographics

Name ___________________________________________ Last ____________ First ____________ Middle ____________

Date of birth __________________________
Place of birth __________________________
Ethnic background (optional) __________________________
Gender □ M □ F
Address ____________________________________________________________

Street ____________ City ____________ State ____________ Zip ____________

Diagnosis __________________________
Diagnostician __________________________
Date of diagnosis __________________________

Medical History

Medical conditions:

________________________________________________________________________

Past and current medications:

________________________________________________________________________

Other important medical or physical information:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Treatment and School History

Past and Present treatment and/or school placements

________________________________________________________________________

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APPENDIX D

SUNNY STARTS INTAKE ASSESSMENT

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
Our goal during the initial phase of Sunny Starts is to get to know one another and establish a comfortable and productive working relationship.

During our initial meeting we will be discussing the following topics:

**An Introduction to Sunny Starts**
- Staff experience and training
- Overview of the program
- Goals and expectations

**An Introduction to Your Family**
- Family life and values
- Family members and close friends
- Family supports and challenges
- Daily routines
- Religious, cultural practices
- Additional information you would like to share

**Overall Goals for Your Child and Family**

**Review Parent Questionnaire**
* You are free to fill this out beforehand or to fill it out with Sunny Starts staff during the meeting.*
Parent Questionnaire

Child’s Name: ___________________ Age: _____ years, _____ months

Goals and Priorities
Overall, what is most important to you and your child?

________________________________________________________________________
________________________________________________________________________

List some of your child’s strengths:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

List some of your family’s strengths:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activities and Relationships

How does your child respond when others approach him/her to:

**Play:** Happy Neutral Agitated Fearful
**Eat:** Happy Neutral Agitated Fearful
**Watch TV/videos:** Happy Neutral Agitated Fearful
**Transition:** Happy Neutral Agitated Fearful
**Go outside:** Happy Neutral Agitated Fearful
**Go in the car:** Happy Neutral Agitated Fearful
**Go to school:** Happy Neutral Agitated Fearful
**Go to bed:** Happy Neutral Agitated Fearful
Does your child approach you to play?   Yes  No  Sometimes

Are you able to play for extended periods of time with your child?   Yes  No  Sometimes

Does your child take turns during play interactions?   Yes  No  Sometimes

Do you usually understand what your child wants?   Yes  No  Sometimes

What situations do you enjoy most with your child?

________________________________________________________________________

________________________________________________________________________

What play activities/situations would you enjoy least?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What activities does your family enjoy doing all together?

________________________________________________________________________

________________________________________________________________________
Comments and Additional Notes:
Communication

How does your child communicate with you?

How well does your child communicate with other family members? Other people?

Are there methods you use to help your child communicate? If yes, please describe.

What kinds of things make your child happy?

What kinds of things make your child upset?
Comments and Additional Notes:
Preferences

*Please indicate your child’s preferences pertaining to the following items*

Toys, games, books

______________________________________________________________

______________________________________________________________

Songs

______________________________________________________________

______________________________________________________________

Television/ Videos

______________________________________________________________

______________________________________________________________

Praise and Affection (such as hugs, tickling, etc.)

______________________________________________________________

______________________________________________________________

Food

______________________________________________________________

______________________________________________________________

Activities (peek-a-boo, soccer, coloring, etc.)

______________________________________________________________

______________________________________________________________

Are there things (s)he does **not** seem to enjoy?

______________________________________________________________

______________________________________________________________

Approximately how long will (s)he play on his/her own?

______________________________________________________________

______________________________________________________________
Approximately how long will (s)he play with others?

<table>
<thead>
<tr>
<th>With whom?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

*Please list some of the preferred activities of family members*

<table>
<thead>
<tr>
<th>Name/Relation to Child</th>
<th>Preferred Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>
Comments and Additional Notes:
APPENDIX E

SUNNY STARTS INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
Introduction to Applied Behavior Analysis

SUNNY STARTS

Department of Behavior Analysis
University of North Texas
Summer 2013
Today’s Agenda

Why Parent Training?

Our Goals

What is Behavioral Intervention?

<table>
<thead>
<tr>
<th>Our Approach to Providing Services</th>
<th>Three-term Contingency</th>
<th>Positive Reinforcement</th>
</tr>
</thead>
</table>

91
Why Parent Training?

“Increases parent optimism” (pg. 5)  Improvement in child social skills

“Better generalization and maintenance of skills” (pg. 5)  “Decreases parent’s stress levels” (pg. 5)

Ingersoll and Dvortcsak, (2010)

Our Goals

Observe and assess current skill sets
Analyze behavior change
Collaboratively develop/implement plan
Observe and collect data
What is Behavioral Intervention?

Behavioral Intervention is a field of science in which the overarching goal for each behavior analyst is to improve the quality of life for whom services are provided, focusing on socially significant behaviors while fostering lasting behavior change. The following diagram demonstrates the ways in which behavior analysts seek to achieve this goal.
Our Approach to Providing Services

Practitioners develop

- Individualized planning and supports
- Positive Interventions
- Analysis of environmental variables
- Treatment decisions based on data collection
- Remember: Behavior is learned and can be taught

Set attainable and socially valid goals in objectively defined terms
Use evidence-based techniques to help parent and child reach their goal(s)
Utilize systematic record-keeping methods to monitor progress
Continuously modify conditions to maintain and promote skills
An ABA Framework

Three-term Contingency

The three-term contingency is a way of looking at relations between what we do and our environment; referred to as the ABC's of ABA.

- **Antecedent**-Something that comes before a behavior
- **Behavior**-Anything a person does or says in observable and measurable terms
- **Consequence**-Something that occurs after a behavior

Antecedent | Behavior | Consequence | Behavior Change
---|---|---|---

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

95
Positive Reinforcement

**Definition:** A consequence delivered after a behavior and the future likelihood of that behavior increases.

Can be thought of as adding something to increase a response.

Example: Your child requests to be tickled, you immediately tickle your child, and as a result, the number of times your child requests to be tickled, increases.

ABC’s of Positive Reinforcement

Antecedent  Behavior  Consequence: Reinforcement  Behavior Change: Increase
APPENDIX F

SUNNY STARTS RESOURCES

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

Kofi Annan
# Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Overview of My Resources</td>
<td>4</td>
</tr>
<tr>
<td>Local and National Support</td>
<td>6</td>
</tr>
<tr>
<td>Funding Resources</td>
<td>7</td>
</tr>
<tr>
<td>Research-Based Evidence and Information</td>
<td>8</td>
</tr>
<tr>
<td>Locating Service Providers</td>
<td>11</td>
</tr>
<tr>
<td>Legal Support and Information</td>
<td>13</td>
</tr>
</tbody>
</table>
An Overview of Available Resources

As a parent of a child with autism, getting to know what your local and national community has to offer is an integral part of identifying what opportunities are available to you and your family. Community support comes in all shapes and sizes. Avenues of support may be found within books, magazines, on the Internet, and across various forms of media.
Where do I start?

The first step to gathering resources involves figuring out what resources are available and applicable to you and your family. There are a number of local and national organizations, agencies, and programs that assist. This packet will highlight key local and national support, funding resources, research-based evidence and information, resources assisting with locating service providers, and various legal support and information. These areas of resources were chosen based on their significant contributions to families of children with autism and may be viewed as the “starting line,” on your family's journey.
Local and National Support

• The Autism Speaks - http://www.autismspeaks.org/
  - This organization is dedicated to funding research about autism. They also focus on increasing awareness and advocate for the needs of individuals with autism. Their Resource Guide provides an interactive map of the United States with resources for individual states.

• The Autism Society of America
  - This group provides education and support to aid families in the treatment decision-making process. This organization also advocates for autism at the national and state levels.

• Families for Early Autism Treatment - www.feat.org
  - This non-profit organization of parents and professionals is designed to help families with children who have received the diagnosis of Autism Spectrum Disorder (ASD). FEAT originated in California and there are now chapters throughout the United States.
• The National Information Center for Children and Youth with Disabilities (NICHCY)- www.nichcy.org
  • The NICHCY provides information on disabilities and disability-related issues for families, educators, and other professionals.

• The New Jersey Center for Outreach and Service for the Autism Community Inc.- www.njcosac.org
  • This website includes a succinct section of information about autism specifically designed for parents.

  Funding Resources

• Insurance Help for Autism- www.insurancehelpforautism.com/index.html
  • This website provides resources regarding insurance coverage for treatment of autism spectrum disorders. Answers to common insurance company responses to requests for coverage, sample medical letters, and a guide to obtaining coverage are just highlights of resources available on this website.
Research-based Evidence and Information

- **The National Institute of Child Health and Human Development**

  (NICHD)- www.nichd.nih.gov/autism/

  - The NICHD conducts research on various aspects of autism, including its causes, prevalence, and treatments. The goal of their web site is to provide easy access to the most current information about NICHD research projects, publications, news releases, and other activities related to autism and similar disorders.

- **The Indiana Resource Center for Autism**-

  http://www.iidc.indiana.edu/index.php?pageId=32/

  - This web site provides a searchable database of scholarly articles regarding autism spectrum disorders. The website also offers information about diagnosis and assessment of autism.
• **The Association for Science in Autism Treatment** - [www.asatonline.org](http://www.asatonline.org)
  - This organization is committed to educating parents, professionals, and consumers. This association maintains that science is the most objective, time-tested and reliable approach to discerning between safe, effective autism treatments and those that are harmful or ineffective.

• **Association for Behavior Analysis International (ABAI)** - [www.abainternational.org](http://www.abainternational.org)
  - The mission of the ABAI is to develop, enhance, and support the growth and vitality of behavior analysis through research, education and practice. This website provides a searchable database of local members (restricted to members), information about annual conferences, links to local chapters, and other info relevant to the field of behavior analysis.

• **Behavior Analyst Certification Board** - [www.bacb.com](http://www.bacb.com)
  - This nonprofit organization’s mission is to develop, promote, and implement a voluntary international certification program for behavior analyst practitioners.
• The Cambridge Center for Behavioral Studies- www.behavior.org
  • The Cambridge Center for Behavioral Studies provides users with several Help Centers that offer scientifically validated information on a wide array of topics including autism, parenting, and special education.

• A Work in Progress edited by Ron Leaf and John McEachin
  • Details how to step up an ABA program, in addition to teaching social skills and conversation skills.

• Behavioral Intervention for Young Children with Autism edited by Catherine Maurice, Gina Green, and Stephen C. Luce
  • A Manual for Parents and Professionals

• Making a Difference edited by Catherine Maurice, Gina Green, and Richard Foxx
  • A follow up to the 1996 version with additional techniques

• Pivotal Response Treatments for Autism by Robert L. Koegel and Lynn Kern Koegel
  • Natural learning opportunities to teach communication & social skills

• Teaching Social Communication to Children with Autism by Brooke Ingersoll and Anna Dvortcsak
  • A parent manual for teaching social-communication skills
Locating Service Care Providers

• The Texas Department of Assistive and Rehabilitative Services
  Autism Program-
  http://www.dars.state.tx.us/stakeholders/autism/index.shtml
  • This agency provides services through grants to local agencies to
    provide positive behavior support strategies. The website offers a list
    of current contractors and their contact information.

• The Minnesota Children and Youth with Special Health Needs
  (CYSHN)- http://www.health.state.mn.us/divs/fh/mcsn/index.htm
  • The CYSHN website offers information about screening and early
    intervention of autism and provides resources for parents of children
    with autism.
• **The New York State Department of Health Early Intervention Program (EIP)-**
  
  
  • This agency is a part of the national Early Intervention Program created to provide support and service information for infants and toddlers with disabilities and their families.

• **The Texas Council on Autism & Pervasive Developmental Disorders-**
  
  http://www.dads.state.tx.us/autism/
  
  • This group focuses on advising and making recommendations to state agencies regarding autism services. The website also offers information on services and research.
Legal Support and Information

- **Wrightslaw**: www.wrightslaw.com
  - This website includes thousands of articles, cases, and free resources on dozens of special education topics including the IDEA law. Parents, educators, advocates, and attorneys can find accurate, reliable information about special education law and advocacy for children with disabilities.

- **The Connecticut State Department of Education**:
  - www.state.ct.us/sde/deps/special/guidelines_autism.pdf
  - This department provides a wealth of special education information. Some of the information is specific to the state, but much of it is according to federal guidelines and useful to parents of children with disabilities throughout the United States.
  
  - This department provides information regarding The Individuals with Disabilities Education Act (IDEA). The website provides information regarding the different parts of the law.

• **Partners Resource Network** - http://partnerstx.org/index.htm
  
  - This nonprofit agency that assists families of children with disabilities in the state of Texas.

• **The Center for Learning Disabilities** - http://www.ncid.org/about-us
  
  - This organization’s website provides information about the rights of individuals with disabilities. It also provides information about advocacy and provides parents a guide to IDEA.

• **Disability Rights Texas** - http://www.disabilityrightstx.org/
  
  - This agency is a federally designated legal protection and advocacy agency for individuals with disabilities in Texas. They provide legal assistance, protect the rights, and advocate for individuals with disabilities.
APPENDIX G

SUNNY STARTS BUILDING BONDS

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
Building Bonds

SUNNY STARTS

Department of Behavior Analysis
University of North Texas
Spring 2013
Today’s Agenda

- 5 minute assessment
- Recap
- Building Rapport
- Arranging the Environment
- Homework
Recap

What is ABA?

- Focus on lasting, socially significant, and observable behavior change
- Individual assessment
- Data-based decision making

Three-term Contingency

- Our ABC’s
  - Antecedent-Something that comes before a behavior
  - Behavior-Anything a person does or says in observable and measurable terms
  - Consequence-Something that occurs after a behavior

Positive Reinforcement

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Building Rapport

What is Rapport?

- The relationship quality between two people (McLaughling & Carr, 2005)
- “We say that two people have established rapport when their relationship is characterized by closeness, empathy, and mutual liking” (Carr, Levin, McConnachie, Carson, Kemp, & Smith, 1994, p. 111)

Why is Rapport Important for any Child?

- The quality of the relationship between two people can influence the occurrence of behavior
- Positive interactions produce high levels of “happiness” and low levels of “unhappiness”

Notes:

________________________________________________________________________

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Why is Rapport Important for Children with Autism?

Our focus is on those parts of rapport building that specifically deal with deficits in social skills. By building those skills we can enhance the bond you have with your child.

Why Build Rapport?

- Increase likelihood of participation in family activities
- Positive experience for people involved
- Decrease likelihood of challenging behavior

Notes:

________________________________________________________________________
________________________________________________________________________
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Steps to Building Rapport

Step 1: Make yourself fun!

- Gather items/activities that your child has frequently requested and/or engaged with in the past.

Play
- Provide items/activities freely
- Engage in fun, interactive play that your child enjoys
- No Demands

Collect Preferred Items

Step 2: Play Time!

Withhold Access
- Wait for your child to approach you

Play
- Play with items in ways that interest your child

Throw a Party
- When your child approaches, provide access to everything fun

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Arranging the Environment

Tips for Creating a Learning Environment

- Arrange the environment to be fun for you and your child
- Watch your child to see what he/she is interested in
- Attempt to get your child to interact with fun items, activities, or people
- Teach appropriate ways to play and more complex behaviors
- Focus on the development of complex social behavior

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
**Play-time Situations**

- You and your child are playing. You accidentally cover a toy and when you uncover it your child laughs. How can you capitalize on this situation?
- You and your child are playing with bubbles. Your child walks away and picks up a ball. What should you do?
  - Your child enjoys playing with blocks. You keep the blocks in an open container on the shelf. How can you arrange the environment to encourage your child to approach you if you notice he/she is searching for blocks?
  - You and your child like to play with Play-Doh. Can you think of anything you would like to see while playing with Play-Doh?

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<th>Notes:</th>
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</table>
Homework
APPENDIX H

SUNNY STARTS THE DANCE

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
The DANCE

Department of Behavior Analysis
University of North Texas
Summer 2013
The DANCE

Decide
Identify the setting events, environmental arrangements, and preferred items/activities that promote learning

Arrange
Set up the environment to motivate your child to engage in the target response

Now
Immediately provide access to your child's preferred item or activity when your child engages in the target response

Contemplate
Determine if you are seeing desired progress

Enjoy
Ensure everyone is having fun!
The DANCE- Decide

Is it a good time to teach?

- What is my teaching goal?
- Will the current environment make it easier for my child to reach their goal?
- What are my child’s current preferred items/activities?

<table>
<thead>
<tr>
<th>How do we identify what might be reinforcing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch your child</td>
</tr>
<tr>
<td>Ask your child or others</td>
</tr>
<tr>
<td>Determine how often your child has exposure to certain items or activities</td>
</tr>
<tr>
<td>Observe frequent and quality engagement</td>
</tr>
<tr>
<td>Playfully pause an activity</td>
</tr>
</tbody>
</table>

**Remember:** Reinforcers vary over time and from person to person. Sometimes they lose their effectiveness if not changed frequently.
The DANCE- Arrange

Tips for Creating a Learning Environment

- Set up the environment to be fun for you and your child
- Follow your child's lead
- Attempt to get your child to interact with preferred items, activities, or people
- Regulate access to preferred items/activities
- Balance turn-taking
- Capture learning opportunities
The DANCE- Now

Think

Are you keeping an eye out for responses within the goal band?
The DANCE- Contemplate

Identify Target

Something important to you that you can help your child with

Something you can see and count

Am I seeing progress?

How frequently is my child engaging in the target response?

When was the last time my child engaged in the target response?
The DANCE- Enjoy!

Is everyone having fun?
The DANCE

Decide

• What are your teaching goals?
• What environment will you teach in?
• How will you break goals into attainable units?
• Is this a good teaching moment?

Arrange

• Do you have highly preferred items/activities?
• How will you regulate access to the items/activities?
• How will you add and fade prompts?
• Are you at the child’s level and waiting?

Now

• Is your response to progress immediate, generous, & contingent?
• Are you looking for responses on the goal band?

Contemplate

• Are you seeing your child make progress with their goal?
• How could you continue to make progress?

Enjoy

• Is everyone having fun?
• Are you alternating demands and relaxation?
How do you know you and your child are “DANCING?”

Antecedent → Behavior → Consequence → Increase in behavior

Enjoy!

Decide and Arrange → Child Target Response → Now → Contemplate
APPENDIX I

SUNNY STARTS THE DANCE MAGNET (EXAMPLE)

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
Our DANCE

Decide
- Is this a good moment for teaching?
- What are your teaching goals?
- Where will you teach?
- Are your materials ready?

Arrange
- Do you know what your child likes at this moment?
- How will you regulate access & rotate fun activities?
- How will you add and fade prompts?
- Are you leveling & happily waiting?

Now
- Is your response immediate, generous, playful, and social?
- Are you expanding?
- Is what you are doing effective?

Contemplate
- Are goals monitored to see progress?

Enjoy!
- Is everyone having fun?
- Keeping it short and sweet?
APPENDIX J

HOME-HELPER FORM

Co-authored by Donna Townley-Cochran, Jacqueline Baker, and Shahla Ala’i-Rosales.
The Teaching DANCE

Decide

Arrange

Now!

Contemplate

Enjoy!

For this week:

<table>
<thead>
<tr>
<th>Observation time:</th>
<th>Teaching conditions:</th>
</tr>
</thead>
</table>

Counts:

Be sure to write questions on the back ☺

Next Training Session ____________
APPENDIX K

GRAPHS
APPENDIX L

SUNNY STARTS CODE
Sunny Starts Code

Where to start?
Fill in the blank sections at the top of the page with the following information:
Session date – the date the session was filmed
Scoring date – current date
Observer – name of the individual scoring the video
Ob 1 or Ob 2 – circle which observer you are, this assignment will be done before scoring begins
Child – the pseudonym or initials of the child
Parent – the parent participating in the session
Conditions – the type of condition observed.

Teaching Episode

How to record parent and child responding
Begin by writing the name of the item/activity that the parent uses in the “Event” column. Then indicate the responses that occurred by circling the abbreviations within each applicable column. Responses that occur at the same time should be recorded on the same line. Responses that occur at different times should be marked on different lines. This includes child and parent responses. If one learning opportunity continues over time and for more than one child behavior, draw an arrow down to the next line and record the behavior. Record all child behavior regardless of whether or not the parent arranged a learning opportunity.

How to Identify a Teaching Episode (TE)
One teaching episode occurs when the parent arranges a learning opportunity, either creating or capturing, the child engages in a response (e.g., eye contact), and the parent delivers a consequence. If a child engages in two responses simultaneously and the parent has both arranged for the learning opportunity and provided a consequence, this will count as one teaching episode when determining the total teaching episodes.
**Example:**

<table>
<thead>
<tr>
<th>Sunny Starts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Episodes Data Sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Condition</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.13</td>
<td>5.16.13</td>
<td>DTC</td>
<td>Ob1</td>
<td>Ob2</td>
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</table>

<table>
<thead>
<tr>
<th>Child</th>
<th>Parent</th>
<th>Event</th>
<th>Arrange Learning Opp</th>
<th>Gaze (Eye Contact)</th>
<th>Verbal</th>
<th>Imitate</th>
<th>Consequence Delivered</th>
<th>Expand</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM</td>
<td>Mom</td>
<td>Dig tunnel</td>
<td>A</td>
<td>eC</td>
<td>vC</td>
<td>V</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elephant</td>
<td>E</td>
<td>eI</td>
<td>vR</td>
<td>V</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red ball</td>
<td>E</td>
<td>eR</td>
<td>vU2</td>
<td>V</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting</td>
<td>A</td>
<td>eC</td>
<td>vC</td>
<td>V</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Line one – the parent and child are digging a tunnel. The parent does not arrange or capture the child’s eye gaze comment (eC) nor his verbal comment (vC). Additionally the parent provides no consequence contingent on the child’s eye contact and vocal expansion nor does she provide an expansion of the child’s comment. No teaching episode occurred.

Line two – the parent and child are playing with an elephant stuffed animal. The child looks at the parent ([eI] and [eR]) provides a vocal request (vR) “elephant.” The parent gives the child the elephant within 2 seconds of his request and therefore the observer circles yes (Y) under “Consequence Delivered.” The parent does not however, provide an expansion to the child’s request and therefore a (N) no is circled for “Expand.”

Line three – the parent and child are playing with a red ball. The parent arranges a learning opportunity by withholding access to the ball and providing a model of “red ball.” The child imitates the parent and says, “red ball.” The parent immediately provides access to the ball. The observer circles, (A) for arrange, (vR) for the vocal request, (vU2) because the utterance is 2+ words, and (V) because the child imitated the parent. The observer also circles (Y) because the parent delivered a consequence by providing the ball. The parent does not expand the child’s request, therefore the observer circles (N) no under the “Expand” column.

Line four – the child begins counting and the parent captures (observer circles A) this learning opportunity by counting with the child. The child looks at the parent while he counts (observer circles eC and vC). The parent does not provide a consequence (observer circles N) but provides an expansion by saying the next number in the sequence (observer circles Y).
**Event**
The item/activity the parent or child is engaging with when the parent or child engages in a specific response (indicated on the data sheet).

**A**  
**Arrange Learning Opportunity**
A parent creates a learning opportunity when the parent contrives opportunities for the child to respond. This may occur within the same play activity (e.g., playfully obstructing access within an activity) or across different play activities (e.g., the parent offers a choice to switch play activities). A learning opportunity is captured when the parent capitalizes on the child’s interest. The parent must regulate access to the item or event. The parent may arrange the environment to promote the child's interest in events that the parent can control access to.

It begins when:
- The parent withholds an event so that the child cannot manipulate the event at the current time, while encouraging an interaction with the child.

It ends when:
- Child emits target response AND access to the event is granted by the parent
- The parent or child stops engaging in current activity

This should be marked in the data sheet only if the parent arranges a learning opportunity. If the parent does not arrange a learning opportunity it should be left blank.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are playing with bubbles. The bubbles run out and the mother waits for the child to provide eye contact- mother is capturing an opportunity for the child to respond by withholding access to the bubbles.</td>
<td>Mother and child are playing with bubbles. The bubbles run out, the mother dips the wand in the bubbles and starts to blow more bubbles- the mother is not capturing this opportunity as she did not withhold access and wait for her child to engage in a target response.</td>
</tr>
<tr>
<td>Father and child are playing peek-a-boo with a blanket. Father holds the blanket up to the child’s face, counts to three and brings the blanket down. Father holds blanket down until looks up and vocalizes- father is creating an opportunity for the child to respond by withholding access to the blanket- the item that they are using to play peek-a-boo</td>
<td>Father and child are playing peek-a-boo. Father holds the blanket up to the child’s face, counts to three and brings the blanket down. The father immediately brings the blanket up to and begins counting- the father did not arrange for an opportunity because he is not withholding access and waiting for his child to engage in a target response.</td>
</tr>
</tbody>
</table>
### ER Eye Gaze Request (assumed)

Any orientation of child’s eyes to eyes of parent (assumed intent is to gain access), which may be accompanied by:

- Parent ALO before gaze OR
- Child gaze to inaccessible preferred event and then to parent OR
- Parent delivery of high preference event after gaze OR
- Parent verbal response after gaze that specifically refers to accessing requested event

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father and child are sitting on the floor with a closed box of trains between them. Father looks at child and models “open.” Child looks at box, reaches toward the lid and then looks up at father’s eyes- child engages in the target response-eye contact- after the father arranges by creating an opportunity for the child to respond.</td>
<td>Father and child are sitting on the floor with a closed box of trains between them. Father looks at child and models “open.” Child looks at box and then looks up at father’s eyes, points and says, “it’s Thomas!”- the child engaged in an eye contact comment (and a vocal comment) to seek a social bid from the father.</td>
</tr>
</tbody>
</table>

### EC Eye Gaze Comment (assumed)

Any orientation of child’s eyes to eyes of parent (assumed intent is to seek social bid) which may be accompanied by:

- Child gaze to event and to parent OR
- Parent delivery of a social event after gaze OR
- No parent delivery of high preference event after gaze

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child runs from one end of the room to the other and looks at her mother. Mother smiles and says, “you can run fast! -“ it is likely that the child is looking at her mother for a social bid. Father and child are playing outside. Child looks at a bird and then up at his father- the child is seeking a social interaction with his father.</td>
<td>Child runs from one end of the room to the other and looks at her mother and exclaims, “come get me!” Mother smiles and says, “you can run fast! -“ the child engaged in an eye gaze request. Father and child are playing outside. Child looks at a bird and then runs toward it- the child did not engage in an eye gaze response.</td>
</tr>
</tbody>
</table>
**E**  
**Eye Gaze**  
(non-specific)  
Any orientation of child's eyes to eyes of parent without a specific intent observed.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother asks the child what he wants and the child stares blankly at the mother- Although the child is making eye contact with the mother, it is unclear if the eye gaze is to gain access to an item or event or for a social bid.</td>
<td>Mother asks the child what he wants and the child looks at his mother and points to a book- the child engaged in an eye gaze request.</td>
</tr>
<tr>
<td>Father and child are playing with remote control cars. Father stops the car; child looks at the father, and then engages in vocal stereotypy- the child engaged in an eye gaze non-specific.</td>
<td>Father and child are playing with remote control cars. Father stops the car; child looks at the father, then the car and the father helps the child get the car started again- the child engaged in an eye gaze request to gain access to an item or activity.</td>
</tr>
</tbody>
</table>

**vR**  
**Verbal Request**  
Any child vocal sound, word, or phrase (assumed intent to gain access). A verbal request may be accompanied by:

- Parent create/capture an opportunity OR
- Child vocalizes and shifts gaze from item/event to parent OR
- Parent verbal response after vocal that specifically refers to accessing requested event
- An imitation in which the child imitates a parent model to gain access to an item/activity

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are jumping on the trampoline. Mother stops jumping, child looks up and says “juh.” Mother begins jumping again- the child made a verbal sound to gain access to an activity.</td>
<td>Mother and child are jumping on the trampoline. Mother stops jumping and waits. Child looks up at mother and mother begins jumping again- the child engaged in an eye contact request, not a verbal request.</td>
</tr>
<tr>
<td>Father is pulling child on wagon. Father stops and says “pull me,” and the child says “pull – “ The child imitated a verbal request to gain access to an activity.</td>
<td>Child and mother are looking at pictures in a book. The child points to the picture on the page they are looking at and says, “house-“ the child engaged in a vocal comment, not a verbal request.</td>
</tr>
</tbody>
</table>
### VC Verbal Comment
A child vocal sound, word, or phrase (assumed intent to seek social bid). A verbal comment may be accompanied by:
- Child gaze to event and parent OR
- Parent delivers social event after comment OR
- No parent delivery of high preference event after comment OR
- An imitation in which the child imitates a parent model commenting on the play interaction

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father and child are playing with cars. Father pushes the car down a ramp. Child looks at cars and says, “beep-beep-“ the child engaged in a verbal comment with intent to seek a social bid.</td>
<td>Father and child are playing with cars. Father pushes the car down a ramp. Child looks at cars, then parent and says “beep-beep.” Parent gives the child the car- the child did not engage in a verbal response.</td>
</tr>
<tr>
<td>Mother and child are playing with pigs. The mom says “The pig goes oink, oink,” and the child says “goes oink, oink-“ the child engaged in a verbal comment (that was imitated) with intent to seek a social bid.</td>
<td>Mother and child are playing with pigs. The mom says “The pig goes oink, oink,” and the child says “give me the pig-“ the child engaged in a verbal request with intent to gain access to an item.</td>
</tr>
</tbody>
</table>

### L Lead
Instances in which the child initiates and engages with a different activity. This could occur within or across items or activities. If the child selects a different item or activity after the parent provides the child with a choice, this could also be considered an instance of leading.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parent and child are flying action figures around the room. The child sets the action figures down and says to the parent “let’s go play kitchen“ and the two start cooking breakfast- the child engaged in a leading response when he said, “let’s go play kitchen,” across activities.</td>
<td>The parent and child are flying action figures around the room. The child sets the action figures down and the child says “let’s go play kitchen,” and the two start cooking breakfast- the child did not initiate the different activity (the parent did), this is scored as child following.</td>
</tr>
<tr>
<td>The parent and child are stacking blocks. The child starts knocking down the blocks- the child engaged in a leading response within the same item.</td>
<td>The parent and child are stacking blocks. The parent exclaims “timber!” and knocks the blocks down- the child did not initiate the different activity (the parent did).</td>
</tr>
</tbody>
</table>
**F**ollow

Instances in which the child engages with an item or activity that is regulated by the adult (excludes instances in which the adult provides the child with a choice of activities). This could occur within or across items or activities.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parent and child are making dinosaurs out of playdoh. The parent</td>
<td>The parent and child are making dinosaurs out of playdoh. The parent and child finish their dinosaurs and the parent says, “I have an idea, the dinosaurs need trees.” The parent starts making trees, but the child starts to play with his dinosaur- the child did not engage in a following response because they did not make trees with the parent.</td>
</tr>
<tr>
<td>and child finish their dinosaurs and the parent says “I have an idea,</td>
<td></td>
</tr>
<tr>
<td>the dinosaurs need trees,” and the parent and child start making trees</td>
<td></td>
</tr>
<tr>
<td>out of playdoh- the child engaged in a following response when they</td>
<td></td>
</tr>
<tr>
<td>started making trees after the parent suggestion.</td>
<td></td>
</tr>
<tr>
<td>The parent and child are jumping on a trampoline. As the bouncing stops,</td>
<td>The parent and child are jumping on a trampoline. As the bouncing stops, the parent asks the child, “Do you want to keep bouncing or play with your dolls?” The child chooses to play with dolls- the child did not engage in a following response because the parent presented the child with a choice and the child chose the different activity (the child engaged in a leading response).</td>
</tr>
<tr>
<td>the parent guides the child to a doll set. The parent and child start</td>
<td></td>
</tr>
<tr>
<td>to play with the dolls- the child engaged in a following response when</td>
<td></td>
</tr>
<tr>
<td>they started playing with the doll set the parent presented.</td>
<td></td>
</tr>
</tbody>
</table>

**Turn:** The frequency of child turns is determined using the teaching episodes for leading and following data sheet. One turn occurs when the child switches from a leading response to a following response OR from a following response to a leading response.

**Consequence Delivered**  Yes – Any instance, in which the parent provides access to preferred event/activity within 3 seconds of the child's response.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child sitting on the floor. Child looks at his juice and</td>
<td>Mother and child sitting on the floor. Child looks at his juice and says “juice.” Mother gives him the juice ten seconds after child’s response- the mother did not deliver access to preferred item within three seconds of response.</td>
</tr>
<tr>
<td>says “juice.” Mother gives him the juice within three seconds of the</td>
<td></td>
</tr>
<tr>
<td>child’s response- the mother delivered access to preferred item within</td>
<td></td>
</tr>
<tr>
<td>three seconds of response.</td>
<td></td>
</tr>
<tr>
<td>Mother and child are playing on the swing. The swing stops and child</td>
<td>Mother and child are playing on the swing. The swing stops, mother says, “push” and pushes the swing- the child did not engage in a response.</td>
</tr>
<tr>
<td>says “puh,” mother says, “push” and immediately pushes the swing- the</td>
<td></td>
</tr>
<tr>
<td>mother delivered access to preferred item within three seconds of</td>
<td></td>
</tr>
<tr>
<td>response.</td>
<td></td>
</tr>
</tbody>
</table>
E Expand  
Parent accepts child initiation and provides a statement that matches the complexity of the child’s communicative response or models a more complex way of communicating. This can occur with or without the delivery of a preferred item/activity.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child and father are reading books and the child reaches to turn the page and says “turn,” The father turns the page while saying, “turn the page-“ the father expanded on the child’s vocal request.</td>
<td>Child and father are reading books and the child reaches to turn the page and says “turn,” The father turns the page while saying, “ok, I’ll turn the page-“ the father did not model an appropriate communicative response.</td>
</tr>
</tbody>
</table>
Affect and Engagement

Affect and engagement are scored using 15-sec momentary time sampling. The 0-5 refers to minutes; the 1-21 refers to the 15-sec intervals. As you watch the video, pause the video at each 15-sec interval. Record the affect for both the parent and the child by circling the applicable affect rating: F(avorable), N(eutral), U(nfavorable), and O(ff camera). Circle yes, no, or off camera to indicate if the parent and child are engaged.

Example:

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Parent</th>
<th>Child</th>
<th>Parent &amp; Child Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cars</td>
<td>F</td>
<td>N</td>
<td>Yes</td>
</tr>
<tr>
<td>Cars</td>
<td>F</td>
<td>N</td>
<td>No</td>
</tr>
<tr>
<td>Spiderman</td>
<td>F</td>
<td>N</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The first interval (at zero sec) indicates that the item/activity the child had was a car. The parent engaged in favorable affect, the child engaged in neutral affect, and the parent and child were not engaged.

The second interval (at 15 sec) indicates that the item/activity the child had was still a car. The parent engaged in neutral affect, the child was off-camera, but the parent and child were engaged.

The third interval (at 30 sec) indicates that the item/activity the child had was Spiderman. The parent and child engaged in neutral affect, and were engaged.
**F Affect (Parent/Child)- Favorable Affect**

Any instance, in which the child or parent vocalizes or assumes a facial expression indicating pleasure, favor, or amusement. May include, but is not limited to:

- Upturning of the corners of the mouth
- A laugh, giggle, smile, or high-pitched shriek

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is pushing a car down a ramp and smiles – the child is displaying indicators of favorable affect.</td>
<td>Child pushes a car down a ramp while his lips are pursed and his eyes are squinting and watching the car fly down the ramp- the child is displaying indicators of neutral affect.</td>
</tr>
</tbody>
</table>

**N Affect (Parent/Child)- Neutral Affect**

Any instance in which the child or parent vocalizes or assumes a facial expression indicating indifference. May include, but is not limited to:

- Child or parent do not appear to be particularly happy or unhappy
- No obvious sign of favorable or unfavorable affect

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are playing with sand. Child holds out his hand with his mouth slightly open while Mother pours sand on his hand- the child’s affect is scored as neutral.</td>
<td>Mother and child are playing with sand. Child holds out his hand and laughs while Mother pours sand on it as the mother’s face is obscured by the sun’s glare- The child’s affect is scored as favorable while the mother’s affect is scored as off-camera.</td>
</tr>
</tbody>
</table>

**U Affect (Parent/Child)- Unfavorable Affect**

Any instance, in which the child or parent vocalizes or assumes a facial expression indicating displeasure or discomfort. May include, but is not limited to:

- Yells, whines, sighs, physical retreat, protests AND/OR
- Grimace or eye roll

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father and child are playing with bubbles. Child begins to whine. Father grimaces and puts the bubbles down- both scored as U; Father grimaced and child began to whine.</td>
<td>Father smiles and blows bubbles- the parent affect is scored as favorable.</td>
</tr>
<tr>
<td>Mother and child are playing on the playground. Mother puts child on the swing and pushes him. Child begins to cry- the child’s affect is scored as unfavorable.</td>
<td>Mother and child are playing on the playground. Mother puts child on the swing and pushes him, neither smiling or a frown- the child’s affect is scored as neutral.</td>
</tr>
</tbody>
</table>
O Off-Camera  Any instance, in which the observer is unable to see a portion of the person to determine if they are engaging in the specified response.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother is pushing child on the swing with her back to the observer- the mother’s face is not visible to the observer- off-camera (affect).</td>
<td>Mother is pushing child on the swing and is observed smiling- the mother is displaying favorable affect.</td>
</tr>
<tr>
<td>Father and child are playing hide and seek. Child hides behind couch and observer cannot see him- the child is scored as off-camera for affect and engagement.</td>
<td>Father and child are playing hide and seek. Child hides behind couch, but his face is still visibly displaying a smile as he looks toward his father- the child is scored as displaying favorable affect as his face is still visible and father and child are scored as engaged.</td>
</tr>
</tbody>
</table>

Yes Parent & Child Engagement- Yes  Both the parent and child are actively interacting with the same item/activity.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are playing with puzzles. The mother is watching her child as he places each piece in the puzzle as the child reaches toward his mother to retrieve another puzzle piece- both the parent and child are interacting with the same item/activity. The dyad is actively interacting as they exchange puzzle pieces.</td>
<td>Mother and child are playing with puzzles. The mother is oriented away from her child, reaching backward to grab a different item, but she is still watching her child as he places puzzle pieces into the board- the mother is not actively engaging in the same activity as the child.</td>
</tr>
<tr>
<td>Father and child are oriented toward each other, as they play with cars in a sand box- both father and child are engaged with the same item/activity.</td>
<td>Father and child are oriented toward each other; father is digging a hole and the child is burying cars, seemingly oblivious to his father digging a hole- father and child are not engaged in the same activity.</td>
</tr>
</tbody>
</table>
No Parent & Child Engagement - No

The parent and child are not actively engaging with the same item/activity.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are oriented toward a farm play set. The mother is placing a horse inside the barn while the child is watching a TV and eating a snack - the parent and child are not engaged with the same activity.</td>
<td>Mother and child are oriented toward a farm play set. The mother is placing a horse inside the barn while the child is opening a fence - the parent and child are engaged with the same activity.</td>
</tr>
<tr>
<td>Father and child are playing with bowling pins. The parent runs across the room to grab a ball and the child starts playing with cars - when the child switched to the cars, the two were no longer engaged in the same item/activity.</td>
<td>Father and child are playing with bowling pins. The parent runs across the room to grab a ball - because a ball is a part of the bowling activity, both the parent and child are engaged in the same item/activity.</td>
</tr>
</tbody>
</table>
Parent Responses

Where to start?
Fill in the blank sections at the top of the page with the following information:
Session date – the date the session was filmed
Scoring date – current date
Observer – name of the individual scoring the video
Ob 1 or Ob 2 – circle which observer you are, this assignment will be done before scoring begins
Child – the pseudonym or initials of the child
Parent – the parent participating in the session
Conditions – Specify if the condition

Observers will score the frequency of parent directives. The observer will write specific words and phrases the parent uses and tally the number of occurrences for each word or phrase. If the parent does not complete their statement or makes a comment or question to any one other than the child participant, these vocals will not be scored.
Example:

<table>
<thead>
<tr>
<th>Directives: List specific word(s)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at me</td>
<td>III</td>
</tr>
<tr>
<td>Come over here</td>
<td>III</td>
</tr>
</tbody>
</table>

Above is an example data sheet showing parent directives.

Line one – The parent says, “Look at me.” The observer writes this phrase down and marks a tally under the “Frequency” column. Throughout the five-minute assessment the parent said this directive phrase three times indicated by the three tallies marks under “Frequency”

Line two – The parent says, “Come over here.” The observer writes this phrase down and marks a tally under the “Frequency” column. This phrase occurs three additional times throughout the five-minute assessment, indicated by the four tallies.

.
**Parent Response – Directive** The parent *explicitly* directs the child, verbally or nonverbally (gestures) to engage or stop engaging in a specified activity. If the parent makes a comment with the intent for the child to imitate their model, this will only be scored as a directive response if the parent tells the child to imitate the model (e.g., “say ‘I want the trains’”).

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and child are sitting on the floor.</td>
<td>Mother and child are sitting on the floor playing with cars. Mother stands up and says, “I want to go for a walk” and the child repeats, “I want to go for a walk.” Mother provided a vocal response that the child imitated. She did not explicitly direct the child.</td>
</tr>
<tr>
<td>Mother stands up and tells the child to stand up. Mother explicitly directs the child verbally to stand up.</td>
<td></td>
</tr>
<tr>
<td>Mother and child are playing on the playground. Child is sitting at the top of the slide. Mother looks at the child and says, “slide down!”  Mother told the child to engage in an action.</td>
<td>Mother and child are playing on the playground. Child is sitting at the top of the slide. Mother looks at the child and asks the child “now what?” Mother is asking a question to expand upon a current action.</td>
</tr>
</tbody>
</table>
Confidence, Stress, and Interest Measures

Where to start?
Fill in the blank sections at the top of the page with the following information:
Session date – the date the session was filmed
Scoring date – current date
Observer – name of the individual scoring the video
Ob 1 or Ob 2 – circle which observer you are, this assignment will be done before scoring begins
Child – the pseudonym or initials of the child
Parent – the parent participating in the session
Conditions – Specify if the condition (e.g., baseline, parent training)

Confidence and stress measures will be scored per session using a rating system (0 and 1 indicate a low rating, 2 and 3 indicate a moderate rating, and 4 and 5 indicate a high rating). The observer should read each definition carefully before watching any assessment videos. After watching the assessment video, record the highest appropriate rating for each measure.
### Sunny Starts
Parent Confidence Data Sheet (with Definitions)

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Parent</td>
<td>Condition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Observed Ratings of Parent Confidence

Adapted from Brookman-Frazee (2004) and Wiles (2012).

<table>
<thead>
<tr>
<th>Low Confidence</th>
<th>Moderate Confidence</th>
<th>High Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent appears unsure of how to interact with his or her child. Parent does not attempt different strategies to get child engaged OR attempts different strategies with little success. As a result, parent may provide few learning opportunities. Parent may ask clinician questions about how to interact with their child as it pertains to implementation, goals, or procedures. Parent statements, voice intonation, or affect may reflect self-doubt in his or her ability to interact with or teach his or her child.</td>
<td>Parent does not appear certain or uncertain (a majority of the time) of their skills in interacting and/or making progress with their child’s target skill. Parent statements, voice intonation, or affect do not seem to reflect self-doubt or high confidence.</td>
<td>Parent appears certain in their ability to interact or teach his or her child. He or she makes deliberate choices of targets to teach, activities to engage in, or seeks to create teaching opportunities. Parent may make quick progression through program or have numerous successful trials in one session. Parent engagement with child is high and affect is favorable a majority of the session. Parent statements, voice intonation, or affect reflect self-efficacy in his or her ability to interact with or tech their child.</td>
</tr>
</tbody>
</table>

0-----------------------------1-----------------------------2-----------------------------3-----------------------------4-----------------------------5
Circle the highest appropriate rating
### Sunny Starts
#### Parent Confidence Examples

<table>
<thead>
<tr>
<th>Low Confidence Examples:</th>
<th>Moderate Confidence Examples:</th>
<th>High Confidence Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice and her child are playing in playroom. During play, Janice calls her child’s name but the child does not give eye contact or approach. Janice frequently looks at the clinician and says, “I don’t think I can get him to come to me.” Janice does not try a new activity or any new strategies besides the child’s name to get his attention.</td>
<td>Janice and her child are in playroom. Child pulls mom’s hand to lead her. Janice asks, “what do you want to play with?” “Do you want to play with your favorite things?” Janice does not look at clinician for help and does not seem assertive or helpless.</td>
<td>Janice and her child are playing with cars. Janice holds the car at the top of the ramp and says, “ready, set...” and waits. The child looks at Janice and says, “go.” Janice pushes the car and when it stops waits for child to look at her again. She seems to have made a deliberate choice to request eye contact and a vocal before providing access to items.</td>
</tr>
<tr>
<td>George and his child are playing in the backyard. George pushes the child on the swing. George does not wait for a request from the child to keep pushing and does not comment on the activity to his child. When the child gets off the swing, George follows him around the yard. George does not try new activities in the back yard and simply follows his child around.</td>
<td>George and his child are playing in the back yard. George pushes the child on the swing and occasionally stops and waits for a request. When child gets off the swing, George asks “do you want to slide?” The child continues to walk around back yard. George comments aloud, “sometimes you like the slide, but I guess not today.”</td>
<td>George and his child are playing in the back yard. George pushes the child on the swing and frequently lets the swing come to a stop. George waits for the child to look at him and say, “puh” before he pushes him again. When the child gets off the swing. George immediately leads the child to the sand box. George comments aloud, “you love the sand, lets go play over there!” George gets a number of vocals while playing in the sand box.</td>
</tr>
</tbody>
</table>
Sunny Starts
Parent Stress Data Sheet (with definitions)

Session Date______________ Scoring Date______________ Observer__________________________ Ob1 Ob2

Child_______________________ Parent_________________________ Condition_____________________

Observation Ratings of Parent Stress

Adapted from Brookman-Frazee (2004) and Wiles (2012)

<table>
<thead>
<tr>
<th>Low Stress</th>
<th>Moderate Stress</th>
<th>High Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent affect reflects a calm/relaxed demeanor while interacting and teaching his or her child. Parent may show patience with child's behaviors, may use normal and/or enthusiastic intonation when engaging with child, may smile or laugh frequently.</td>
<td>Parent affect does not reflect a calm/relaxed demeanor or an aggravated and nervous demeanor a majority of the time while interacting with their child. Parent statements to clinician are not characterized by either stress or relaxation.</td>
<td>Parent affect reflects frustration, annoyance, irritation, tension or exasperation when interacting with his or her child. Parent may also show little patience and use a loud, sharp intonation or may seem restless and nervous. Parent statements to clinician are characterized by descriptions of feeling stressed or anxious.</td>
</tr>
</tbody>
</table>

0--------------------------------------------------1--------------------------------------------------2--------------------------------------------------3--------------------------------------------------4--------------------------------------------------5

Circle the highest appropriate rating
### Sunny Starts
#### Parent Stress Examples

<table>
<thead>
<tr>
<th>Low Stress Examples:</th>
<th>Moderate Stress Examples:</th>
<th>High Stress Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah and her child are playing in the sand pit. Sarah smiles frequently while playing with her child. She calmly redirects her child when he tries to put sand in his mouth and models appropriate ways to play with the sand. She comments to clinician that she loves playing in the sand with her child.</td>
<td>Sarah and her child are playing in the sand pit. Sarah’s affect remains neutral occasionally smiling or laughing, but only briefly. She plays with the sand and does not seem relaxed or aggravated. Patrick and his daughter are playing with dolls. Patrick laughs when his daughter puts the doll in bed. He laughs when she says, “wake up” and gets the doll off bed. He puts the doll in the swimming pool and shows her how the doll swims and laughs when she tells him her doll can’t swim.</td>
<td>Sarah is playing in the sand pit with her child. When he puts sand in his mouth, she purses her lips and wipes the sand off. Her body posture is rigid and she does not smile. She touches the sand but does not seem sure of what to do with it. She makes few comments to the child. Patrick and his daughter are playing with dolls. He has a doll in his hand but does not move it around. When his daughter puts the doll in bed, Patrick does not seem sure if he should do the same thing. He follows her lead but tells her, “let’s try to play with something else.” She begins to whine and he says in a sharp voice, “ok fine, we can keep playing with the dolls.” He comments to the clinician that he does not like playing with dolls and her mother usually plays with her.</td>
</tr>
</tbody>
</table>

157
Sunny Starts
Parent Interest Data Sheet (with definitions)

Session Date________________ Scoring Date________________ Observer______________________ Ob1  Ob2

Child________________________ Parent________________________ Condition________________________

Observation Ratings of Parent Interest

Adapted from Brookman-Frazee (2004)

<table>
<thead>
<tr>
<th>Low Interest</th>
<th>Neutral Interest</th>
<th>High Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent looks bored or disinterested in participating with the activities and the child. The parent may attempt to change the activity the child is engaged with and does not follow the child’s lead when switching between activities.</td>
<td>Parent does not seem interested or disinterested with the activities or the child a majority of the time. The parent may go along with activities but does not seem eager to continue.</td>
<td>Parent actively participates in the activity with the child with a favorable affect. The parent follows the child’s lead and readily switches between activities.</td>
</tr>
</tbody>
</table>

0----------------------1----------------------2----------------------3----------------------4----------------------5

Circle the highest appropriate rating
### Sunny Starts

**Parent Interest Examples**

<table>
<thead>
<tr>
<th>Low Interest Examples:</th>
<th>Neutral Interest Examples:</th>
<th>High Interest Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica and her child are playing with a musical alphabet toy. Her child is smiling and laughing at the different songs and sounds. Jessica listens to the songs but does not laugh or smile like her child. Her affect remains neutral and she is constantly looking around the room at others toys or other events occurring around the room.</td>
<td>Jessica and her child are playing with a musical alphabet toy. Jessica listens to the music and will occasionally sing along with familiar songs. She smiles and laughs occasionally with her daughter.</td>
<td>Jessica and her child are playing with a musical alphabet toy. Her child is smiling and laughing at the different songs and sounds. Jessica listens to the different songs and sounds. Jessica comments on different letters and songs with a favorable affect.</td>
</tr>
<tr>
<td>Michael and his son are playing with cars. His son is attempting to build a tower by stacking the cars, but Michael continues to redirect him to roll the cars. When his son switches to play with action figures, Michael continues to play with the cars and present the cars to his son. The son will occasionally take the cars, but puts them aside. Michael continues to ask his son, “don’t you want to play with the cars?” Michael does not attempt to play with the action figures.</td>
<td>Michael and his son are playing with cars. Michael tries to help his son build a tower, but has a neutral affect while doing so. Michael attempts to get his son to roll the cars. When his son switches to play with action figures, Michael attempts to play with the action figures by having them drive the cars.</td>
<td>Michael and his son are playing with cars. His son is attempting to build a tower by stacking the cars. Michael helps his son build a tower of cars with a favorable affect. He comments on how big the tower is and crashes it with another car. When his son switches to play with action figures, Michaels switches with him. He flies the action figures through the air, while commenting with an enthusiastic voice tone and favorable affect.</td>
</tr>
</tbody>
</table>
Sunny Starts
Child Interest Data Sheet (with definitions)

Session Date________________________ Scoring Date________________________ Observer________________________________________ Ob1  Ob2

Child________________________ Parent________________________ Condition________________________________________

Observation Ratings of Child Interest

Adapted from Brookman-Frazee (2004)

<table>
<thead>
<tr>
<th>Low Interest</th>
<th>Neutral Interest</th>
<th>High Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child looks bored or disinterested in participating with the activities and</td>
<td>Child does not seem interested or disinterested with the activities or the parent</td>
<td>Child actively participates in the activity with the parent with a favorable</td>
</tr>
<tr>
<td>the parent. The child frequently attempts or successfully retreats from the</td>
<td>a majority of the time. The child may go along with activities but does not</td>
<td>affect. The child is attentive to what the parent is doing, referencing,</td>
</tr>
<tr>
<td>parent.</td>
<td>seem eager to continue.</td>
<td>imitating, and initiating to them through out the interaction.</td>
</tr>
</tbody>
</table>

0-----------------------------1-----------------------------------2-----------------------------3-----------------------------4-----------------------------5

Circle the highest appropriate rating
**Sunny Starts**

**Child Interest Examples**

<table>
<thead>
<tr>
<th>Low Interest Examples:</th>
<th>Neutral Interest Examples:</th>
<th>High Interest Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max and his mom are playing with a piano toy. Max’s mother attempts to comment to Max about the toy but he never looks at her. When mom tries to push buttons, he pushes her hands away. He continues to play alone despite mom’s attempts to play with him.</td>
<td>Max and his mom are playing with a piano toy. Max’s mother attempts to comment to Max about the toy. Occasionally, Max will repeat Mom’s comment and look at her. When Mom’s attempts to push buttons, Max will let her but maintains a neutral affect and does not imitate what she is doing.</td>
<td>Max and his mom are playing with a piano toy. Max’s mother makes lots of comments about the toy and Max imitates her. They take turns pushing buttons and Max’s attempts to imitate his mom and how she plays the piano. Max requests mom to play “Old McDonald” and they sing together with a favorable affect.</td>
</tr>
<tr>
<td>Kayla and her dad are playing on the couch. When dad attempts to pick Kayla up, she struggles to be put down. When dad attempts to tickle her she does not laugh or smile, but pulls away. When dad tries to sing a song with her, she walks away from him.</td>
<td>Kayla and her dad are playing on the couch. When dad attempts to pick Kayla up, she maintains a neutral affect. When dad tosses her in the air she laughs momentarily, but then pulls his hands until he releases her. She walks away to look at her own reflection, but comes back to sit with dad. When he attempts to tickle her she smiles and requests “tickle.” When dad tickles her again she again walks away to look at her own reflection.</td>
<td>Kayla and her dad are playing on the couch. When dad picks Kayla up she laughs and smiles. After dad puts her down, Kayla requests “up” again. When dad tickles Kayla, she laughs and smiles. When he stops she requests “tickle” again. When dad sings a song, Kayla looks at him and smiles. When dad pauses in the song she fills in the next word.</td>
</tr>
</tbody>
</table>
APPENDIX M

SUNNY STARTS DATA SHEETS
## Sunny Starts 2013
### Teaching Episodes for Turn Taking
#### Data Sheet

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Child</th>
<th>Parent</th>
<th>Condition</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Parent</th>
<th>Child Responses</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeated</th>
<th>Parent</th>
<th>Child Responses</th>
<th>Parent</th>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
</tr>
</thead>
</table>

- **Total teaching episodes:**
- **Teaching episodes for Leading:**
- **Teaching episodes for Following:**
- **Number of turns:**

**Key:**
- A - Arrange
- L - Lead
- F - Follow
- Y - Yes
- N - No
# Sunny Starts 2013
## Teaching Episodes for Social Communication
### Data Sheet

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Parent</td>
<td>Condition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Parent</th>
<th>Gaze (Eye Contact)</th>
<th>Verbal</th>
<th>Consequence Delivered</th>
<th>Expand</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
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<td>vR vC</td>
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<td>Y N</td>
</tr>
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<td>A</td>
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</tr>
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<td>A</td>
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</tr>
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<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
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<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<td>EC E</td>
<td>vR vC</td>
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</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
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<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
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<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
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<td>Y N</td>
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<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<tr>
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<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
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<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
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<td>Y N</td>
</tr>
<tr>
<td>A</td>
<td>ER</td>
<td>EC E</td>
<td>vR vC</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>

**Totals**

**Total teaching episodes for social communication:** ______
**Teaching episodes for eye contact:** ______
**Teaching episodes for vocals:** ______

**Key:**
- A - Arrange learning opportunity
- vR - Verbal Request
- rR - Eye Gaze Request
- vC - Verbal Comment
- rC - Eye Gaze Comment
- Y - Yes
- E - Eye Gaze Nonspecific
- N - No
### Sunny Starts 2013
#### Affect and Engagement
#### Data Sheet

**Session Date**

**Scoring Date**

**Observer**

**Ob1**

**Ob2**

**Child**

**Parent**

**Condition**

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Parent</th>
<th>Child</th>
<th>Parent &amp; Child Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0' 1</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>2</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>3</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>4</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>1' 5</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>6</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>7</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>8</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>2' 9</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>10</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>11</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>12</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>3' 13</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>14</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>15</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>16</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>4' 17</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>18</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>19</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>5' 20</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
<tr>
<td>21</td>
<td>F      N U O</td>
<td>F N U O</td>
<td>Yes No O</td>
</tr>
</tbody>
</table>

**Totals**

Percent Favorable Parent affect:____________________
Percent Neutral Parent affect:____________________
Percent Unfavorable Parent affect:____________________
Percent Favorable Child affect:____________________
Percent Neutral Child affect:____________________
Percent Unfavorable Child affect:____________________
Percent Engaged:____________________

**Key:**
- F - Favorable Affect
- N - Neutral Affect
- U - Unfavorable Affect
- O - Off Camera
### Sunny Starts 2013
#### Parent Responses

Data Sheet

<table>
<thead>
<tr>
<th>Session Date:</th>
<th>Scoring Date:</th>
<th>Observer:</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child:</td>
<td>Parent:</td>
<td>Condition:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directives: List specific word(s)/phrase(s)</th>
<th>Frequency</th>
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</thead>
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<tr>
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</tbody>
</table>

Total Directives |
### Sunny Starts 2013
### Parent Confidence Data Sheet (with definitions)

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Parent</td>
<td>Condition</td>
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<td></td>
</tr>
</tbody>
</table>

**Observed Ratings of Parent Confidence**

Adapted from Brookman-Frazee (2004) and Wiles (2012).

<table>
<thead>
<tr>
<th>Low Confidence</th>
<th>Moderate Confidence</th>
<th>High Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent appears unsure of how to interact with his or her child. Parent does not attempt different strategies to get child engaged OR attempts different strategies with little success. As a result, parent may provide few learning opportunities. Parent may ask clinician questions about how to interact with their child as it pertains to implementation, goals, or procedures. Parent statements, voice intonation, or affect may reflect self-doubt in his or her ability to interact with or teach his or her child.</td>
<td>Parent does not appear certain or uncertain (a majority of the time) of their skills in interacting and/or making progress with their child’s target skill. Parent statements, voice intonation, or affect do not seem to reflect self-doubt or high confidence.</td>
<td>Parent appears certain in their ability to interact or teach his or her child. He or she makes deliberate choices of targets to teach, activities to engage in, or seeks to create teaching opportunities. Parent may make quick progression through program or have numerous successful trials in one session. Parent engagement with child is high and affect is favorable a majority of the session. Parent statements, voice intonation, or affect reflect self-efficacy in his or her ability to interact with or tech their child.</td>
</tr>
</tbody>
</table>

0-------------------------------1-------------------------------2-------------------------------3-------------------------------4-------------------------------5

Circle the highest appropriate rating
Sunny Starts 2013  
Parent Stress Data Sheet (with definitions)  
Session Date ____________  Scoring Date ________________  Observer _______________________________  Ob1  Ob2
Child____________________  Parent____________________  Condition______________________________

Observation Ratings of Parent Stress

Adapted from Brookman-Frazee (2004) and Wiles (2012)

<table>
<thead>
<tr>
<th>Low Stress</th>
<th>Moderate Stress</th>
<th>High Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent affect reflects a calm/relaxed demeanor while interacting and teaching his or her child. Parent may show patience with child's behaviors, may use normal and/or enthusiastic intonation when engaging with child, may smile or laugh frequently.</td>
<td>Parent affect does not reflect a calm/relaxed demeanor or an aggravated and nervous demeanor a majority of the time while interacting with their child. Parent statements to clinician are not characterized by either stress or relaxation.</td>
<td>Parent affect reflects frustration, annoyance, irritation, tension or exasperation when interacting with his or her child. Parent may also show little patience and use a loud, sharp intonation or may seem restless and nervous. Parent statements to clinician are characterized by descriptions of feeling stressed or anxious.</td>
</tr>
</tbody>
</table>

0---------------------------------------------------------------1---------------------------------------------------------------2---------------------------------------------------------------3---------------------------------------------------------------4---------------------------------------------------------------5
Circle the highest appropriate rating
Sunny Starts 2013
Parent Interest Data Sheet (with definitions)

Session Date __________________________ Scoring Date __________________________ Observer __________________________ Ob1 Ob2

Child __________________________ Parent __________________________ Condition __________________________

Observation Ratings of Parent Interest

Adapted from Brookman-Frazee (2004)

<table>
<thead>
<tr>
<th>Low Interest</th>
<th>Neutral Interest</th>
<th>High Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent looks bored or disinterested in participating with the activities and the child. The parent may attempt to change the activity the child is engaged with and does not follow the child’s lead when switching between activities.</td>
<td>Parent does not seem interested or disinterested with the activities or the child a majority of the time. The parent may go along with activities but does not seem eager to continue.</td>
<td>Parent actively participates in the activity with the child with a favorable affect. The parent follows the child’s lead and readily switches between activities.</td>
</tr>
</tbody>
</table>

0----------------------------------------------------------1----------------------------------------------------------2----------------------------------------------------------3----------------------------------------------------------4----------------------------------------------------------5
Circle the highest appropriate rating
**Sunny Starts 2013**  
**Child Interest Data Sheet (with definitions)**

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Scoring Date</th>
<th>Observer</th>
<th>Ob1</th>
<th>Ob2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Parent</td>
<td>Condition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observation Ratings of Child Interest**  
Adapted from Brookman-Frazee (2004)

<table>
<thead>
<tr>
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<th>Neutral Interest</th>
<th>High Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child looks bored or disinterested in participating with the activities and the parent. The child frequently attempts or successfully retreats from the parent.</td>
<td>Child does not seem interested or disinterested with the activities or the parent a majority of the time. The child may go along with activities but does not seem eager to continue.</td>
<td>Child actively participates in the activity with the parent with a favorable affect. The child is attentive to what the parent is doing, referencing, imitating, and initiating to them through out the interaction.</td>
</tr>
</tbody>
</table>

0-------------------1-------------------2-------------------3-------------------4-------------------5  
Circle the highest appropriate rating
REFERENCES


http://digital.library.unt.edu/ark:/67531/metadc9119/).


