

Module: Parent-Implemented Intervention

Implementation Checklist for Parent-Implemented Intervention

Hendricks, D.R. (2009). Implementation checklist for parent-implemented intervention. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: Parent-implemented intervention consists of six distinct steps. This implementation checklist includes each step of the process and the components contained within each. Observe one or more steps of the parent-implemented intervention process. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____
Teacher / Practitioner: _____ Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Step 1. Determining Family Needs

1. Practitioners gather information about individual family and child needs by:

a. conducting parental and caregiver interviews and

Observation	1	2	3	4	5	6	7	8
Score								

b. observing child, caregiver-child interactions, and daily routines.

Observation	1	2	3	4	5	6	7	8
Score								

2. When gathering information, practitioners identify:

a. strengths of the child and family;

Observation	1	2	3	4	5	6	7	8
Score								

b. areas of concerns/needs of family regarding the child;

Observation	1	2	3	4	5	6	7	8
Score								

**Scoring Key: 2 = implemented;
1 = partially implemented; 0 = did not
implement; NA = not applicable

c. child behaviors that impact family functioning;

Observation	1	2	3	4	5	6	7	8
Score								

d. parent-child interactions that include type, frequency, nature, and reciprocity of interactions;

Observation	1	2	3	4	5	6	7	8
Score								

e. family activities, routine, and physical layout of the home; and

Observation	1	2	3	4	5	6	7	8
Score								

f. supports/resources in immediate, extended family and community.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Selecting Goals

1. Practitioners, parents, and other team members select goals that:

a. address areas of concern and priority for the child, parents, and/or family members;

Observation	1	2	3	4	5	6	7	8
Score								

b. will have a positive impact on family functioning and will not cause additional stress to the parents or family; and

Observation	1	2	3	4	5	6	7	8
Score								

c. can be implemented by parents with consistency; and

Observation	1	2	3	4	5	6	7	8
Score								

d. are appropriate for parents to implement in home and/or community settings.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners assure that goals:

a. are written in observable and measurable terms,

Observation	1	2	3	4	5	6	7	8
Score								

b. were selected in partnership with parents, and

Observation	1	2	3	4	5	6	7	8
Score								

c. are shared with all team members in written format.

Observation	1	2	3	4	5	6	7	8
Score								

Child Goals

3. Team members consider the following when selecting goals for the child:

a. IEP or IFSP goals are appropriate for parents to implement in home and/or community settings,

Observation	1	2	3	4	5	6	7	8
Score								

b. goals will increase positive behavior and reduce interfering behavior, and

Observation	1	2	3	4	5	6	7	8
Score								

c. goals will increase communication/language skills.

Observation	1	2	3	4	5	6	7	8
Score								

4. Team members prioritize goals that:

a. concern safety,

Observation	1	2	3	4	5	6	7	8
Score								

b. ease disruptions in the home,

Observation	1	2	3	4	5	6	7	8
Score								

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1 = partially implemented; 0 = did not
implement; NA = not applicable

c. increase interactions (frequency, quality, turn-taking, etc.),

Observation	1	2	3	4	5	6	7	8
Score								

d. would increase access to the community, and

Observation	1	2	3	4	5	6	7	8
Score								

e. require instruction in the home or community for generalization.

Observation	1	2	3	4	5	6	7	8
Score								

Parent Goals

5. Team members consider the following when determining parent goals:

a. parent-child interactions (e.g., shared attention, turn-taking),

Observation	1	2	3	4	5	6	7	8
Score								

b. parents' knowledge of ASD,

Observation	1	2	3	4	5	6	7	8
Score								

c. parents' knowledge/skills of strategies that promote development and learning, and

Observation	1	2	3	4	5	6	7	8
Score								

d. parents' knowledge of behavior management strategies.

Observation	1	2	3	4	5	6	7	8
Score								

6. Practitioners, parents, and other team members identify goals for family members who may be involved in implementing the intervention plan.

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Developing the Intervention Plan

1. Practitioners, parents, and other team members develop an individualized intervention plan that:

a. targets the identified child, parent, and/or family goals;

Observation	1	2	3	4	5	6	7	8
Score								

b. is consistent with the parents' ongoing practices, routines, values, and interactions;

Observation	1	2	3	4	5	6	7	8
Score								

c. incorporates intervention within the context where target behavior occurs;

Observation	1	2	3	4	5	6	7	8
Score								

d. incorporates intervention into naturally occurring daily routines to the maximum extent possible;

Observation	1	2	3	4	5	6	7	8
Score								

e. includes practices that have an evidence base and have been shown to be effective when implemented by parents; and

Observation	1	2	3	4	5	6	7	8
Score								

f. includes practices that are compatible with parent knowledge, characteristics, and preferences and will not cause added stress.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners develop step-by-step instructions for individual practices that include the following information:

a. the target skill or behavior,

Observation	1	2	3	4	5	6	7	8
Score								

b. who will implement the intervention,

Observation	1	2	3	4	5	6	7	8
Score								

**Scoring Key: 2 = implemented;
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implement; NA = not applicable

c. where the intervention will be implemented,

Observation	1	2	3	4	5	6	7	8
Score								

d. when the intervention will be implemented (minimum amount of intervention, frequency, duration),

Observation	1	2	3	4	5	6	7	8
Score								

e. how long the intervention will be implemented (define how parents know when the intervention session or instructional trial is completed),

Observation	1	2	3	4	5	6	7	8
Score								

f. materials required,

Observation	1	2	3	4	5	6	7	8
Score								

g. any steps needed to prepare the intervention,

Observation	1	2	3	4	5	6	7	8
Score								

h. strategies to be used,

Observation	1	2	3	4	5	6	7	8
Score								

i. prompting hierarchy to be used, and

Observation	1	2	3	4	5	6	7	8
Score								

j. reinforcement schedule.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners and parents design a data collection system that parents can use to monitor their child's progress toward goal attainment that:

a. takes family characteristics into account,

Observation	1	2	3	4	5	6	7	8
Score								

b. is simple and succinct,

Observation	1	2	3	4	5	6	7	8
Score								

c. is quick and easy to implement,

Observation	1	2	3	4	5	6	7	8
Score								

d. can be implemented in the context natural routines, and

Observation	1	2	3	4	5	6	7	8
Score								

e. can be analyzed quickly.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Training Parents

1. Prior to parent training, practitioners and parents choose at least one of the following formats for instruction:

a. individual,

Observation	1	2	3	4	5	6	7	8
Score								

b. group, or

Observation	1	2	3	4	5	6	7	8
Score								

c. combination.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners and families choose one or more of the following locations for training parents to implement the intervention:

a. home (child's primary residence),

Observation	1	2	3	4	5	6	7	8
Score								

b. community (any setting outside of the home),

Observation	1	2	3	4	5	6	7	8
Score								

c. clinic (any laboratory, university, or treatment center), or

Observation	1	2	3	4	5	6	7	8
Score								

d. school (any educational setting).

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners provide individualized training programs that incorporate an assortment of components including didactic instruction and one or more of the following:

a. feedback and coaching,

Observation	1	2	3	4	5	6	7	8
Score								

b. modeling,

Observation	1	2	3	4	5	6	7	8
Score								

c. role playing and/or behavioral rehearsing.

Observation	1	2	3	4	5	6	7	8
Score								

d. documentation of implementation using log book or other data collection tools,

Observation	1	2	3	4	5	6	7	8
Score								

e. video analogies, and/or

Observation	1	2	3	4	5	6	7	8
Score								

f. video analysis

Observation	1	2	3	4	5	6	7	8
Score								

4. Practitioners and families determine an appropriate amount and duration or training based on:

a. child characteristics,

Observation	1	2	3	4	5	6	7	8
Score								

b. parent characteristics,

Observation	1	2	3	4	5	6	7	8
Score								

c. family characteristics, and

Observation	1	2	3	4	5	6	7	8
Score								

d. peer-reviewed articles that have demonstrated the minimum amount of intervention needed to achieve goals.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Implementing the Intervention

1. Parents implement intervention with their child daily.

Observation	1	2	3	4	5	6	7	8
Score								

2. To the maximum extent possible, parents implement intervention within naturally occurring routines and interactions.

Observation	1	2	3	4	5	6	7	8
Score								

3. For instructional components that cannot be completed in a natural context, parents implement intervention at the same time each day in a relatively quiet area that is free from distractions.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Progress Monitoring

1. Parents/practitioners use progress monitoring data to determine if the intervention is working.

Observation	1	2	3	4	5	6	7	8
Score								

2. Parents/practitioners use progress monitoring data to adjust intervention if needed.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners and parents monitor parents' implementation of the intervention using fidelity checklists and adapt training/support as needed.

Observation	1	2	3	4	5	6	7	8
Score								

4. As parents demonstrate mastery over training content, the frequency of parent training sessions is systematically reduced based on:

- a. child performance as reflected on data collection sheets

Observation	1	2	3	4	5	6	7	8
Score								

- b. parent implementation of intervention as reflected on parent fidelity implementation checklists.

Observation	1	2	3	4	5	6	7	8
Score								

5. Practitioners provide parents with additional opportunities to learn how to implement intervention, improve intervention, ask questions, and solve problems.

Observation	1	2	3	4	5	6	7	8
Score								

6. Practitioners promote ongoing supervision and collaboration by providing at least one of the following:

a. continued contact with the trainer,

Observation	1	2	3	4	5	6	7	8
Score								

b. parent training booster sessions,

Observation	1	2	3	4	5	6	7	8
Score								

c. documentation,

Observation	1	2	3	4	5	6	7	8
Score								

d. video analysis,

Observation	1	2	3	4	5	6	7	8
Score								

e. observation, and

Observation	1	2	3	4	5	6	7	8
Score								

f. email and phone correspondence.

Observation	1	2	3	4	5	6	7	8
Score								

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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