

Module: Parent-Implemented Intervention

Overview of Parent-Implemented Intervention

Hendricks, D.R. (2009). *Overview of parent-implemented intervention*. Chapel Hill, NC: The National Professional Development Center on ASD, Frank Porter Graham Child Development Institute, University of North Carolina.

Parent-implemented Intervention entails parents directly using individualized intervention practices with their child to increase positive learning opportunities and acquisition of important skills. Parents learn to implement such practices in their home and/or community through a structured parent training program.

Evidence

Parent-implemented intervention meets the evidence-based practice criteria for children with ASD. This practice meets evidence-based criteria with nine studies in the preschool group and one study in the elementary group.

With what ages is parent-implemented intervention effective?

Within the evidence-base, studies included learners as young as 2 and as old as 9 years of age.

What target behaviors or skills are appropriate for parent-implemented intervention?

In the evidence base, parent-implemented Intervention increased the following skills in the area of communication: social communication skills, conversation skills, spontaneous language, use of augmentative and alternative communication, joint attention, and interaction in play. In the area of behavior, the following skills were improved: compliance, reduction of aggression, increased eating, and reduction of disruptive behaviors.

In what settings has parent-implemented intervention been effectively used?

In the evidence base, parents have implemented intervention with their children with autism effectively in the home environment.

Evidence Base

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC on ASD's criteria as an evidence-based practice. This list is not exhaustive; other quality studies may exist that were not included.

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Evidence

Preschool

- Aldred, C., Green, J., & Adams, C. (2004). A new social communication intervention for children with autism: A pilot randomized controlled treatment study suggesting effectiveness. *Journal of Child Psychology and Psychiatry*, 45, 1420–1430.
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- Symon, J. B. (2005). Expanding interventions for children with autism: Parents as trainers. *Journal of Positive Behavior Interventions*, 7, 159-173.

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Elementary

Charlop-Christy, M. H., & Carpenter, M. H. (2000). Modified incidental teaching sessions: A procedure for parents to increase spontaneous speech in their children with autism. *Journal of Positive Behavior Interventions*, 2(2), 98-112.

Selected Additional References

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Johnson, C.R., Handen, B.L., Butter, E., Wagner, A., Mulick, J., Sukhodolsky, D.G., et al. (2007). Development of a parent training program for children with pervasive developmental disorders. *Behavioral Interventions*, 22, 201-221.

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Koegel, R. L., Glahn, T. J., & Nieminen, G. S. (1978). Generalization of parent-training results. *Journal of Applied Behavior Analysis*, 11, 95–109.

Levy, S., Kim, A., & Olive, M.L. (2006). Interventions for young children with autism: A synthesis of the literature. *Focus on Autism and Other Developmental Disabilities*, 21, 55-62.

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