

THE EFFECT OF A TAILORED PARENTING PROGRAMME WITH PARENTS OF YOUNG CHILDREN WITH AUTISM ON CHILDREN'S PLAY AND BEHAVIOUR

Nicola Weston Webber, Kathleen Liberty &
Dean Sutherland

Child Support Services Unit (CSSU), W.A., Inc. and Health Sciences Centre, University of
Canterbury

Fifth Educational Psychology
Forum, Auckland University, 20-21
November 2012

Introduction & Literature Review 2-5
Method 6-12
Results 13-26
Discussion 27-29
Questions 30

Introduction

- Children with ASD may have severe behavioural problems associated with difficulties in communicative, emotional and social functioning
- Early Intervention is crucial in improving long term outcomes for children with ASD
- Parent training has been effective in helping children with ASD achieve better outcomes

Literature Review

- Models of parent-training programmes
 - Strategies introduced to parents
 - Home-based v. clinic based
 - Expert model programmes vs. collaborative problem solving programmes
- Limitations and concerns associated with parent-training programmes
 - Engagement
 - Retention
 - Maintenance of Gains along side developmental and contextual changes

Literature Review, continued

Programmes with very strong evidence-base

- Triple P (Positive Parenting Programme)
 - Expert led behavioural-based parent training programme
 - Many different versions of differing intensity
- Incredible Years for Parents
 - Collaborative play-based parent training programme, designed originally for parents of children with moderate conduct problems

Research Question

- The aim of this project was to investigate whether the *Incredible Years Basic Parenting Programme* (Webster-Stratton, 2008), delivered in a group format and tailored specifically for parents with children with ASD and severe behavioural problems, would reduce problem behaviour in clinic and home settings.

Design & Participants

Study Design

- Single-subject design (ABC) replicated across behaviours within families/ children and across families
- Phases
 - A. Baseline
 - B. Tailored IY Intervention
 - C. Follow-up

Participants & Settings

- Human Ethics Approval
- Settings
 - Clinic
 - Homes & Home Visits
- Parents
- Children
 - Criteria
 - Communication

Design & Participants

About the families

- *All children had a paediatrician + specialist diagnosis of autism*
- *All parents had been through Early Bird but were still having severe behavioural problems*
- *3 of 4 the participant families had two or more children- 1 of these children had a diagnosis of Asperger Syndrome*
- *No family could leave their child with autism with any other child or sibling without supervision*
- *Families were not able to go out together as a family or on holiday together*
- *No parents were able to get their child with autism to bed before 11 pm at the start of the study—they were all exhausted*
- *All parents had concerns about their child with autism's healthy eating and growth*

Parent-Training Intervention

- Incredible Years for Parents Basic
Preschool
(Webster Stratton, 2008a; 2008b)
– Adopted by Min of Ed for NZ
- Manualised Program

IY Materials

Manual

DVDs

*The IY: A Trouble-Shooting
Guide for Parents (A 12
Chapter Book)*

Homework Sheets

Refrigerator Notes

Satisfaction Questionnaires

Weekly Phone Calls

Tip Sheets

Delivered by IY Facilitators

IY Trained

2 delivered IY per session

Tailoring

- Smaller Group
 - Group size adapted
- 19 Sessions
 - IY Manual (12; 18-20)
- 2.5 hours
- IY Book given to Parents to keep
- *(Home Visits)*
- *Research Measures*
- Content tailored for ASD/severe behavioural problems

Example of Tailoring

Standard IY

Sessions 1-2

Introductions

IY Goals

Child-Directed Play

How to play with your
child

Homework Sheet

Tip Sheet

DVDs

Tailored by Study Authors

Sessions 1-2

Content Tailoring:

Introductions

Intro to IY & ASD

Developmental milestones related to play

How to recognise play and engage with child
with ASD in play.

Understanding sensory overload in play

Play with siblings by children with ASD

Visual schedules for ending play and play
transitions.

Materials Tailoring

Additional Homework Sheets for some sessions

Additional Tip Sheets for some sessions

Copies of Research Studies

You-Tube Videos

Sources:

Matson, 2007; Rutherford & Rodgers, 2003;
Baker, 2000; Green, et al, 2006; Ingersoll &
Gergans, 2007.

Standard IY

Tailored

3-4	Academic Coaching; Parent Language	Natural Trial Language Training; Language introduction into play
5-6	Social Emotional Coaching	PECs for emotions; Social Coaching at Mealtimes; Meal time problems
7-9	Praise, Encouragement, Rewards, Teaching New Behaviours	Visual elements of praise; visual schedules; backward chaining
10	Household routines & rules	Routine for ASD; Visual schedules for Bedtime; Backward chaining for routines
6 week Holiday Break		
11-12	Limit Setting	No tailoring
13	Ignoring Behaviour	Functions of Behaviour; Theory of Mind in ASD; Behavioural Triggers
14-15	Time-out to calm down & Time- out for aggressive behaviour	Social Stories to decrease anxiety; Calm-down processes; handling aggression & triggers; tantrums and meltdowns
16	Natural & logical consequences	How to teach a child with ASD about consequences
17-18	Teaching children problem solving	Social interaction modelling and guidance
19	Celebration	

Intervention

Sample Session

Agenda Session Five

- Welcome and discussion of “homework” in Group.
- Parent report on experiences during the week and group problem-solving.
- New Topic: Social and Emotion Coaching
 - IY vignettes and ASD video-clip
 - Emotion coaching using visuals for ASD
 - ~ Coffee Break ~ (15 minutes)
 - IY vignettes continued. Role-plays and practise.
- New homework for the week discussed, goals set. Closing.



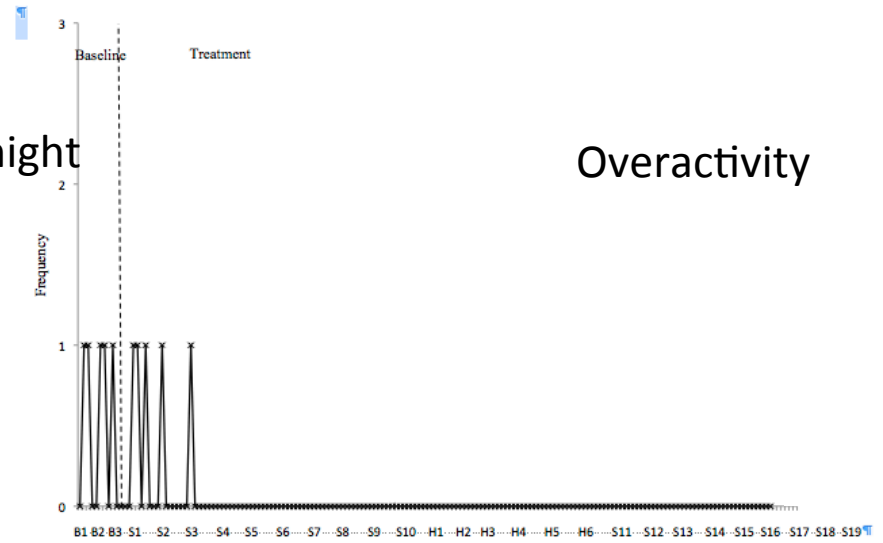
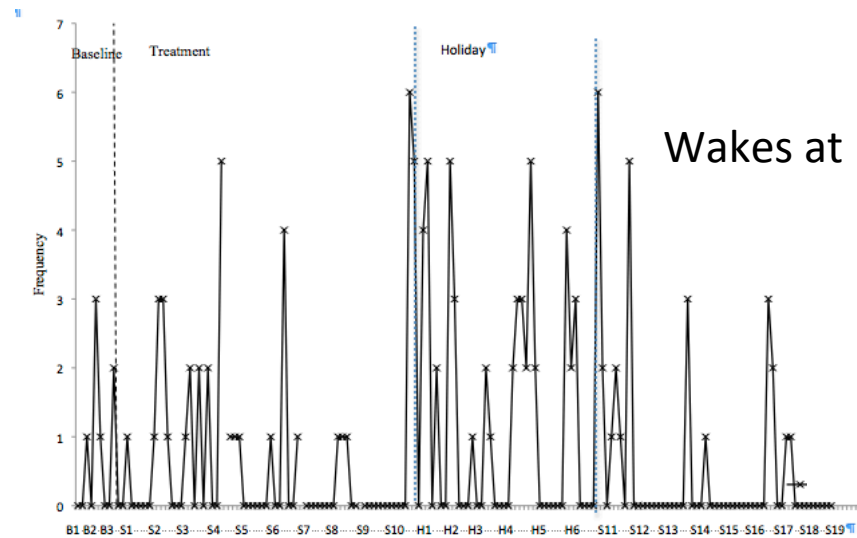
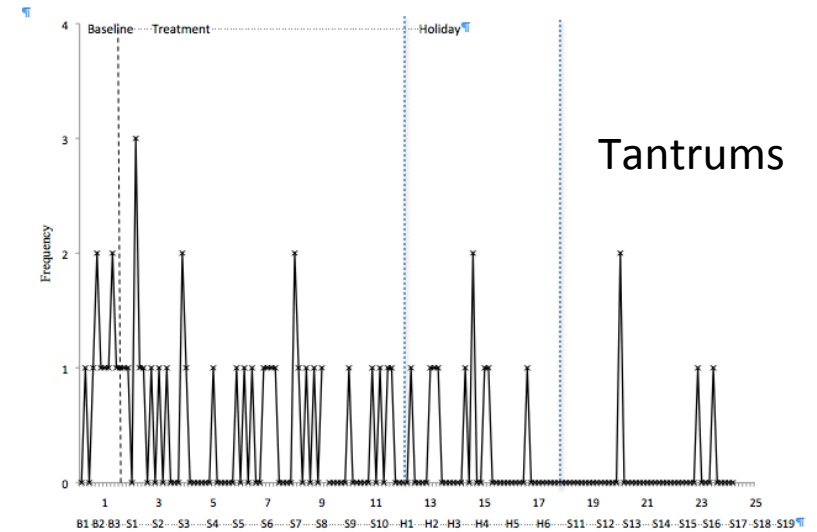
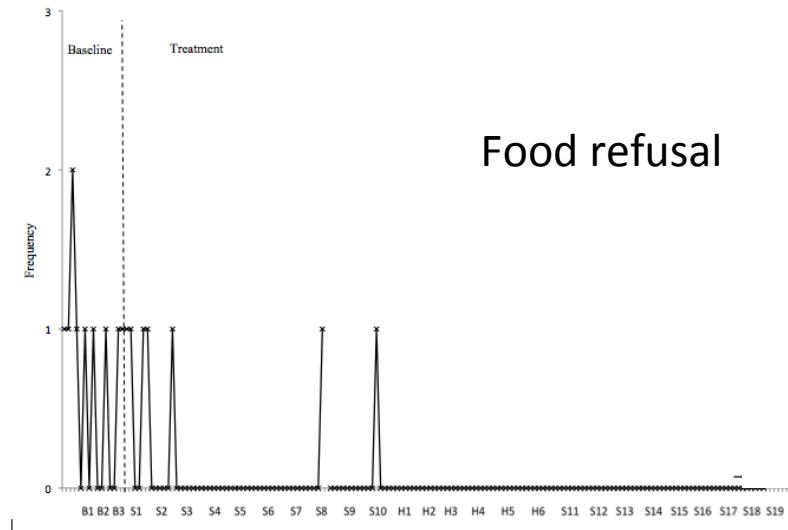
Measures

- Daily
 - Target behaviours
- Weekly (IY Standard)
 - Parent Stress Report
 - Child-Behaviour Rating
 - Parent Satisfaction with IY Session
 - -IY Fidelity
- Baseline, Mid-Intervention, End of Intervention, 6 week Follow-up
 - Eyberg Child Behavior Inventory (ECBI) /Y
 - Direct Observation /Dyadic Parent-Child Interaction Coding System, (DPICS)
 - Modified Checklist for Autism in Toddlers (M-CHAT)

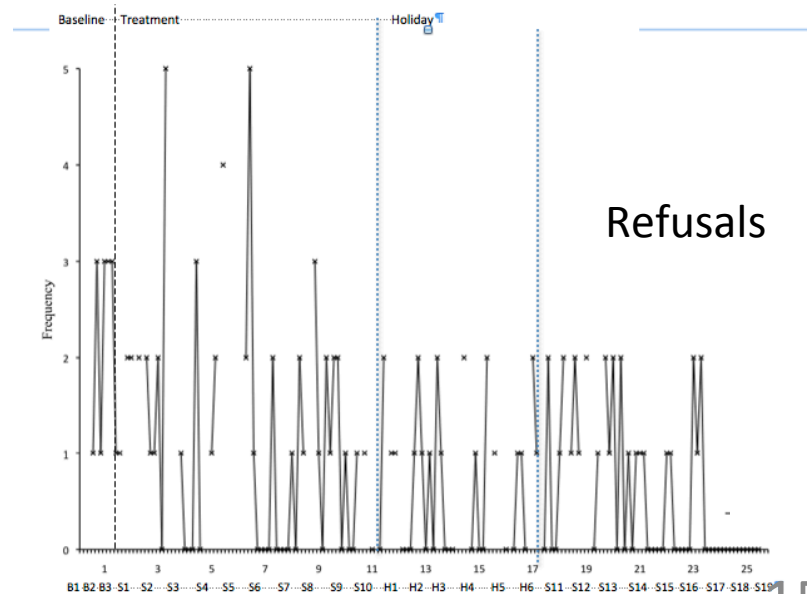
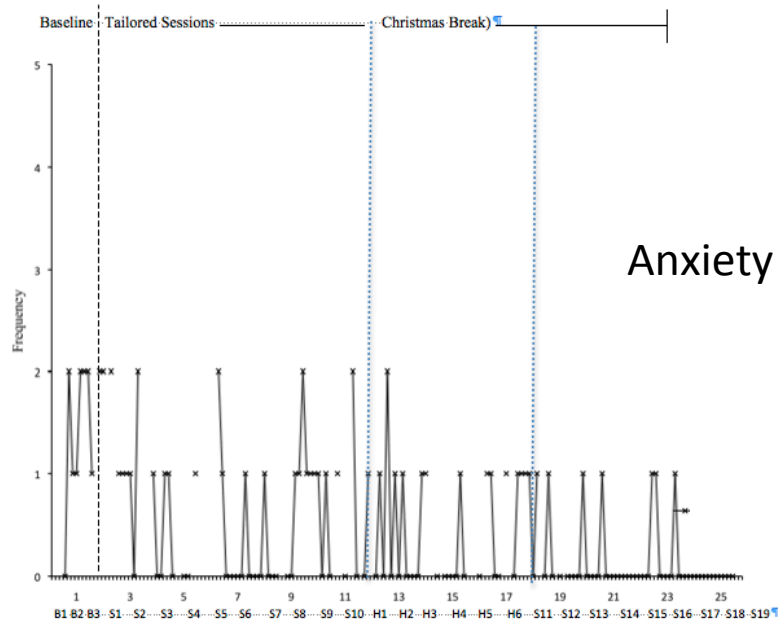
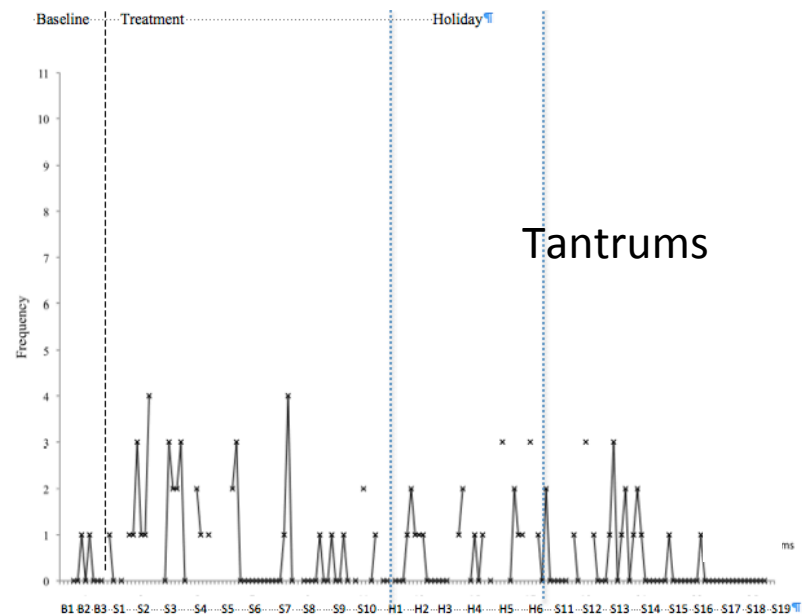
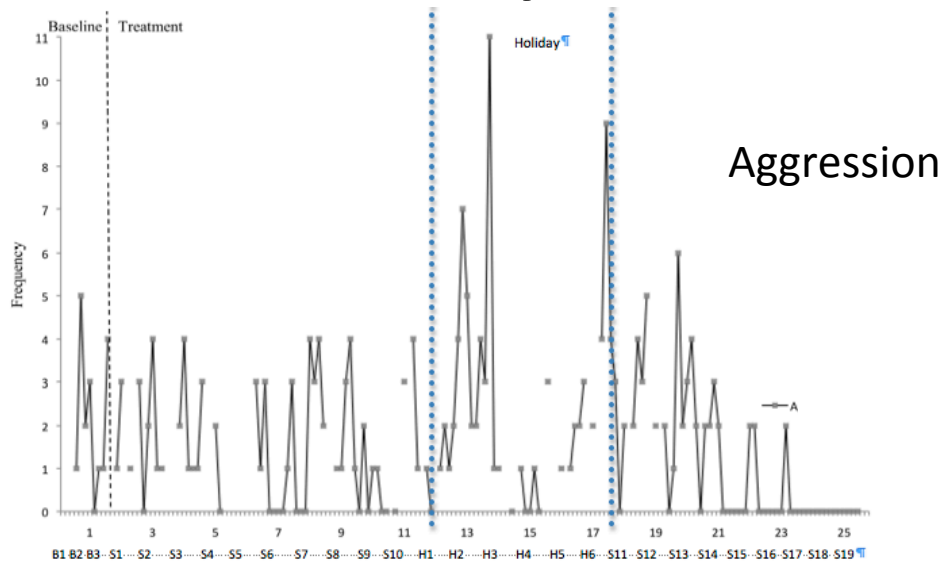
Results

- Engagement & Retention
- Parent Diary Reports
- Parent Phone Reports (Mid-Week)
- Eyberg Child Problem Inventory Scores
- Modified Checklist Autism in Toddlers
- Direct Observation in Clinic Setting
- Social Validity

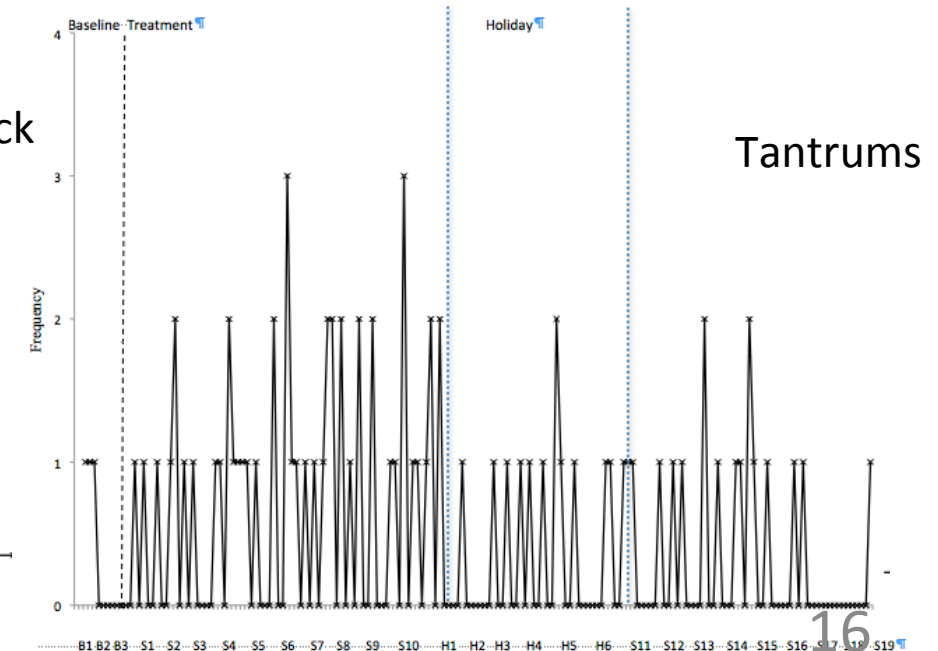
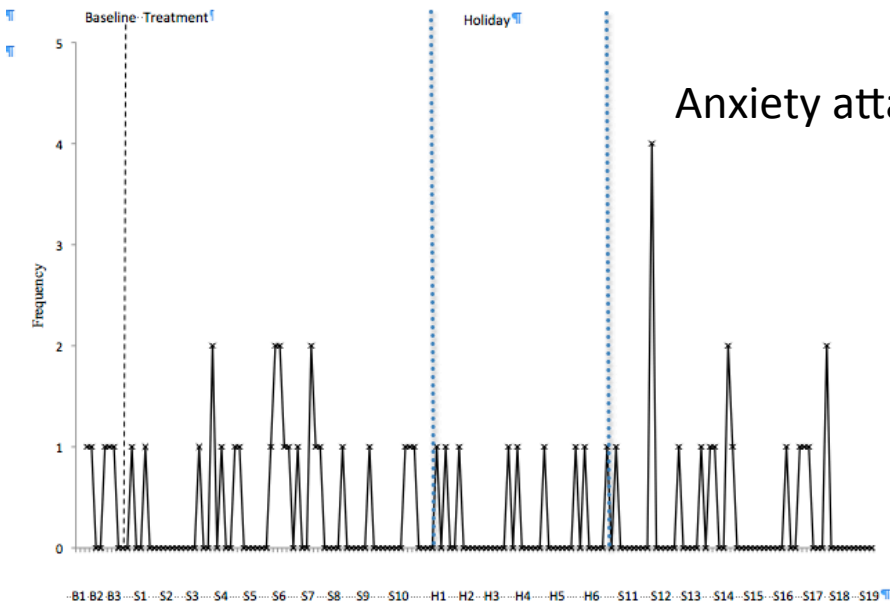
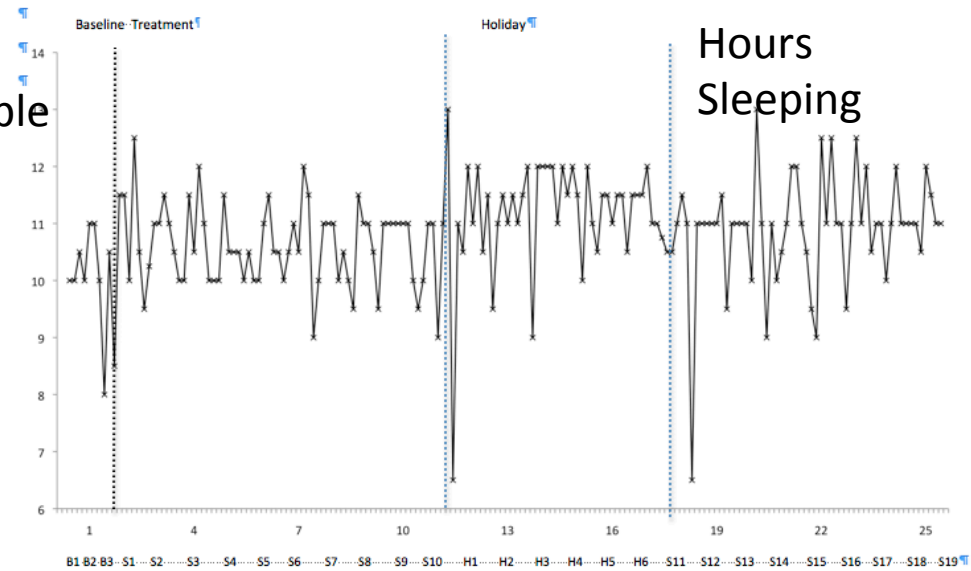
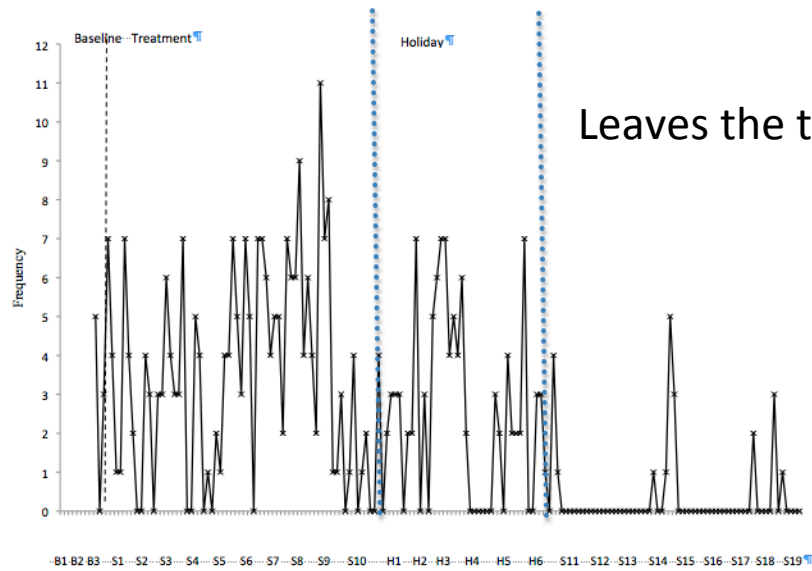
Parent Diary- Alex



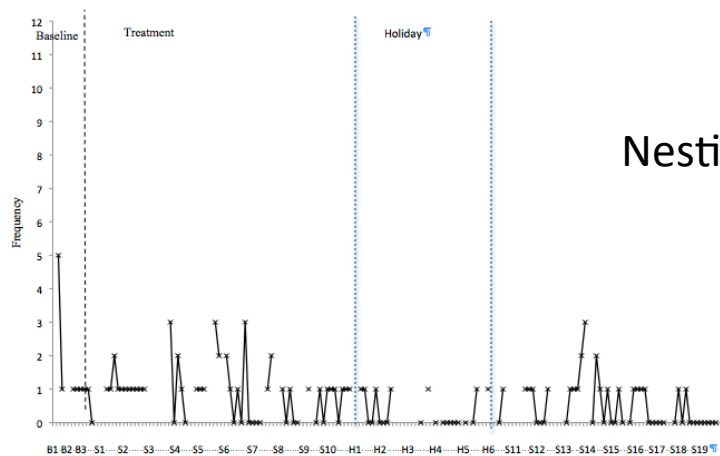
Parent Diary: Ben



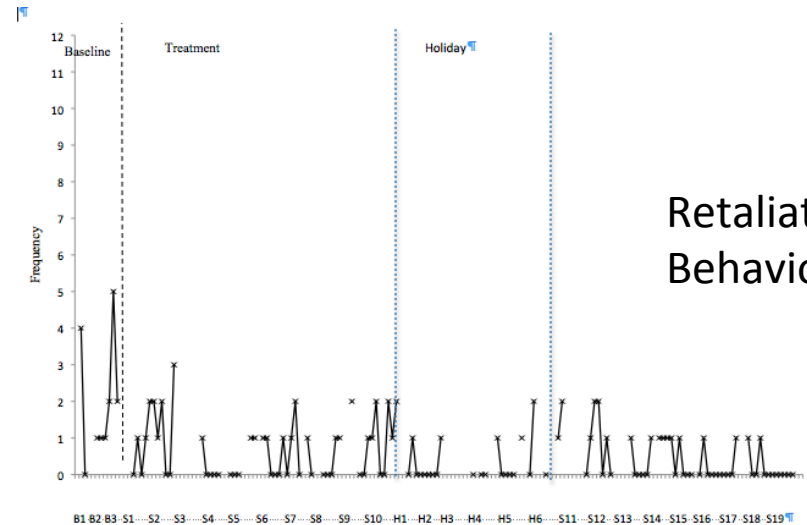
Parent Diary- Chris



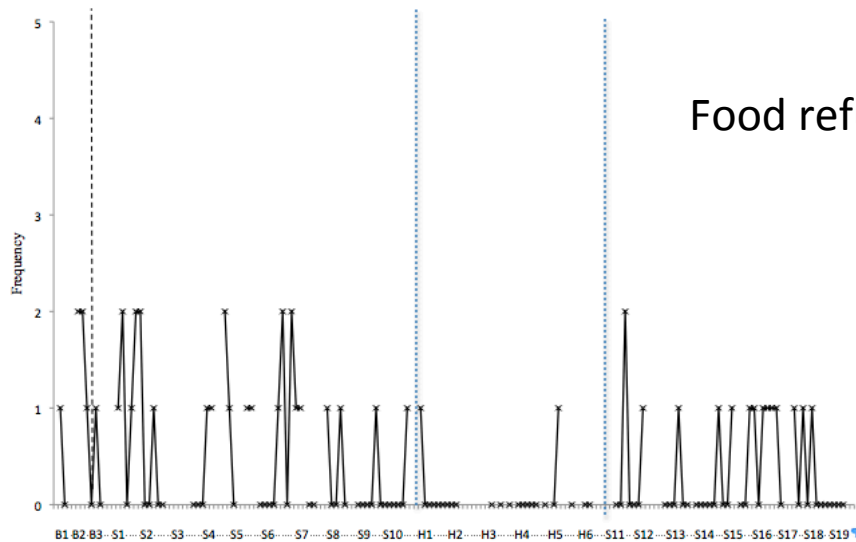
Parent Diary- David



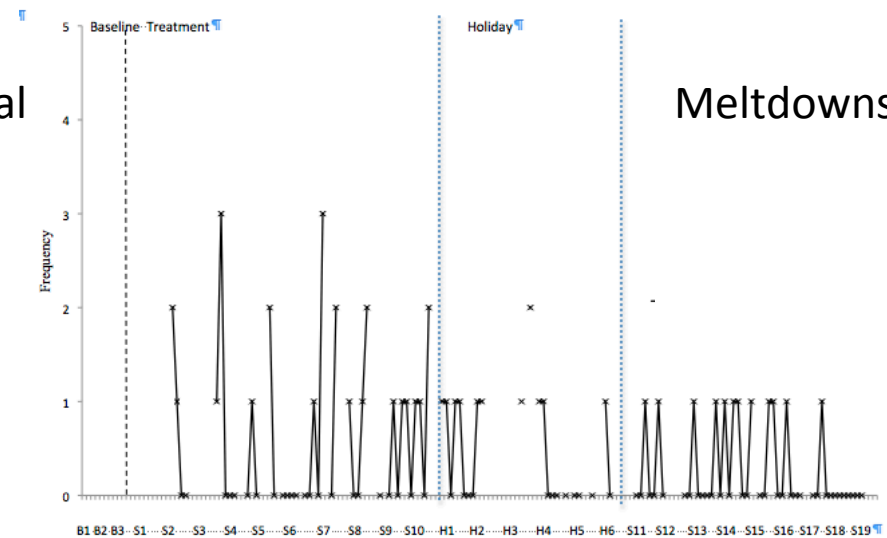
Nesting



Retaliatory Behaviour

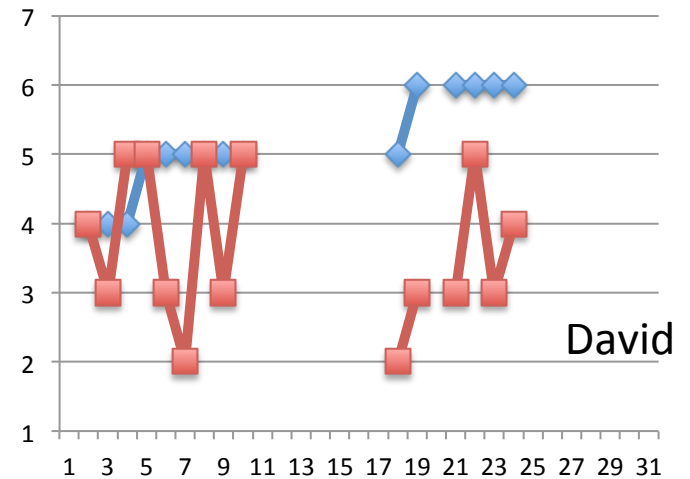
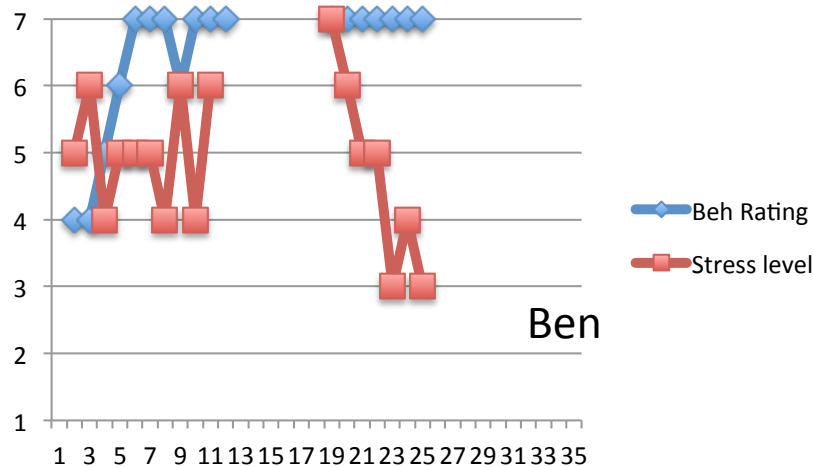
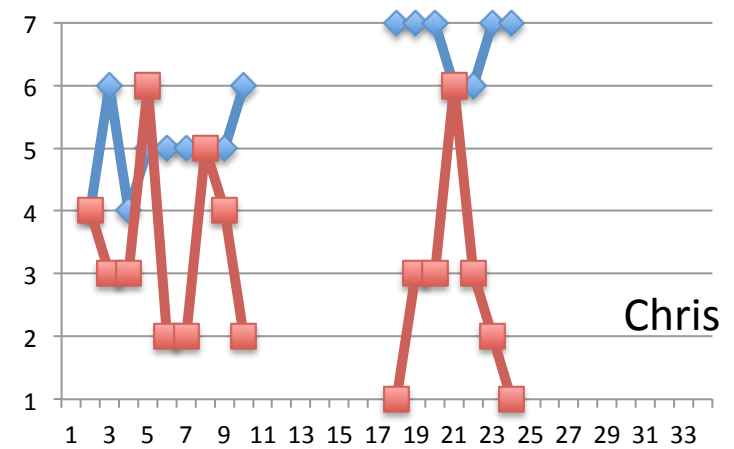
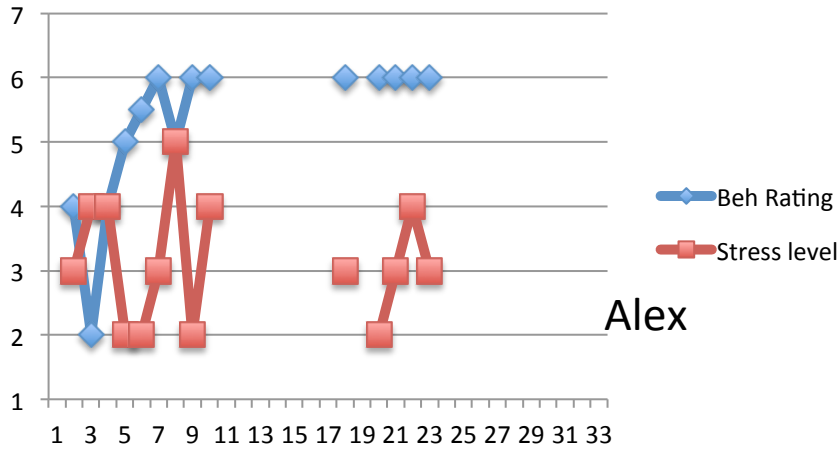


Food refusal



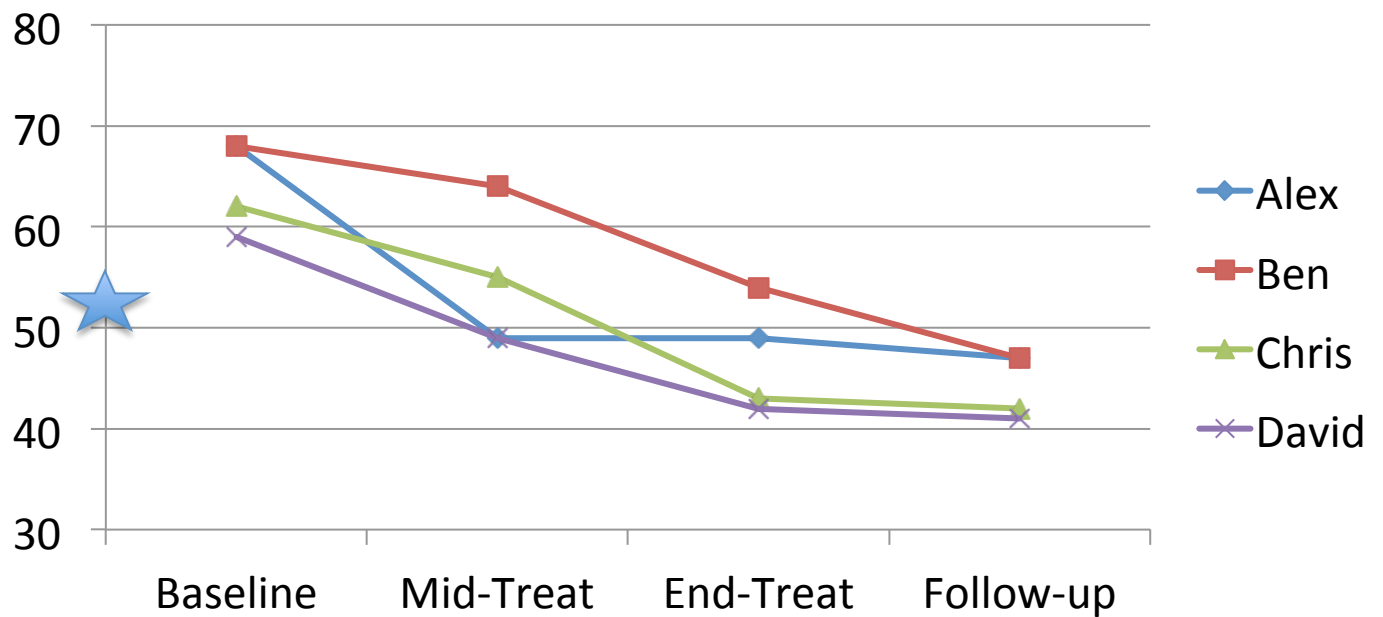
Meltdowns

Parent Weekly Phone Call Behaviour and Stress Rating

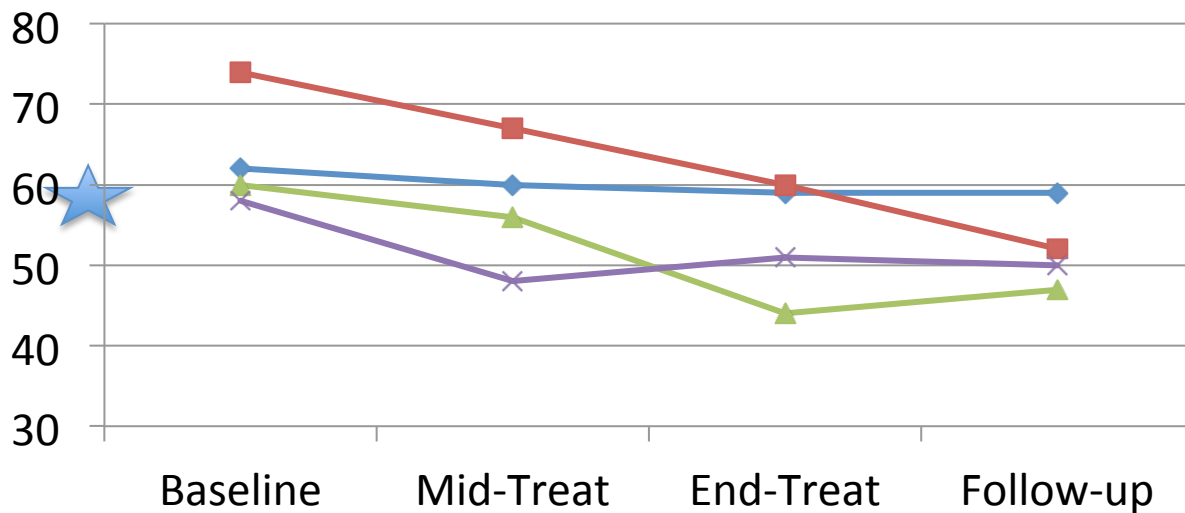


Result: Parents rated improvement in behaviours for all children, and two parents rated some improvement in weekly stress experienced. All parents reported stress reduced, although not reflected in all Likert-scale responses.

Eyberg CBI
Problem Scores

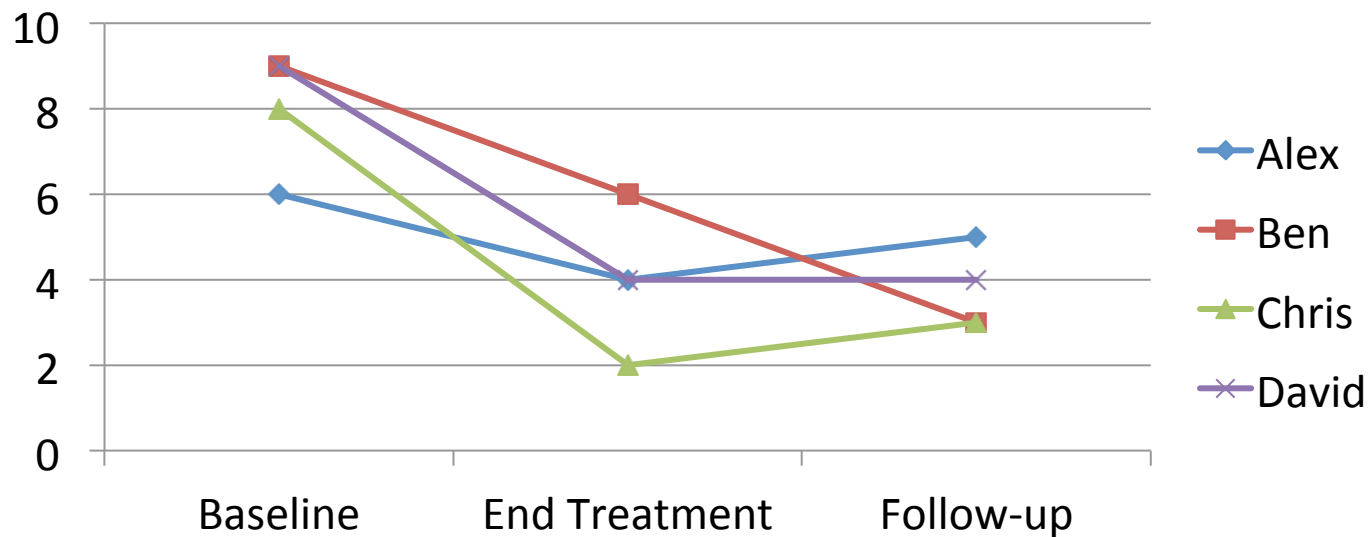


Eyberg CBI
Intensity Scores

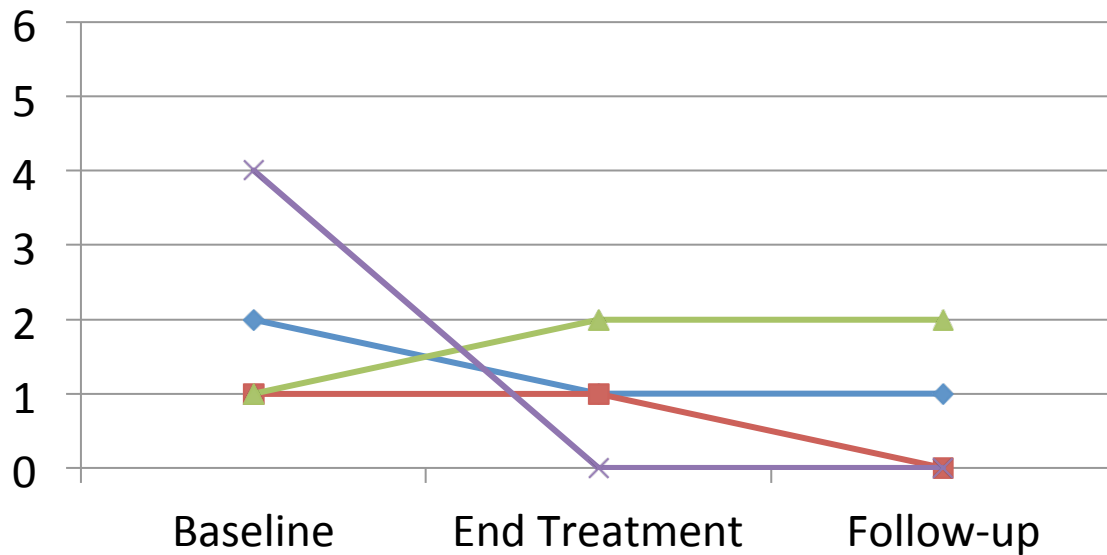


Result: Eyberg Child Behavior Inventory Scores reduced below clinical levels in all children. More change in number of problem behaviours rather than intensity.

M-Chat Failed Total Items



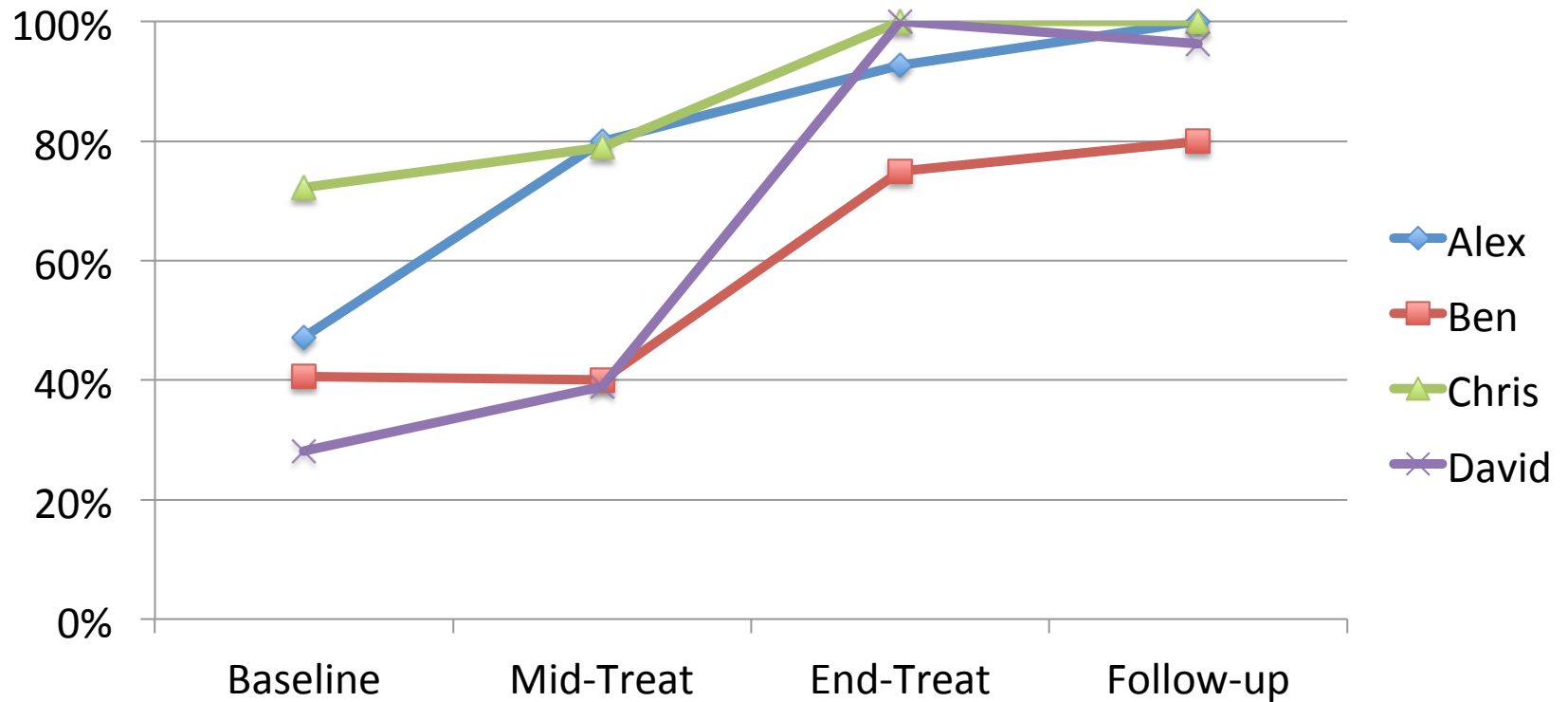
M-Chat Failed Critical Items



Result: Behaviors associated with ASD as measured by M-CHAT were reduced.

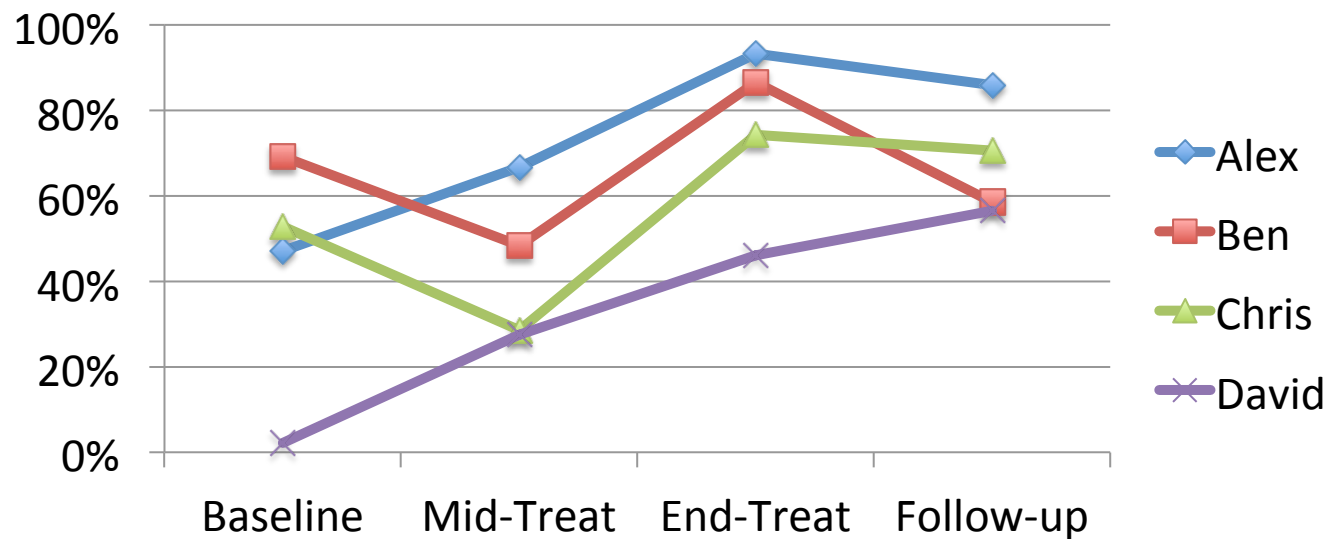
Results from observed interactions

Observed Compliance from Video-Taped Parent-Child Dyad Interactions



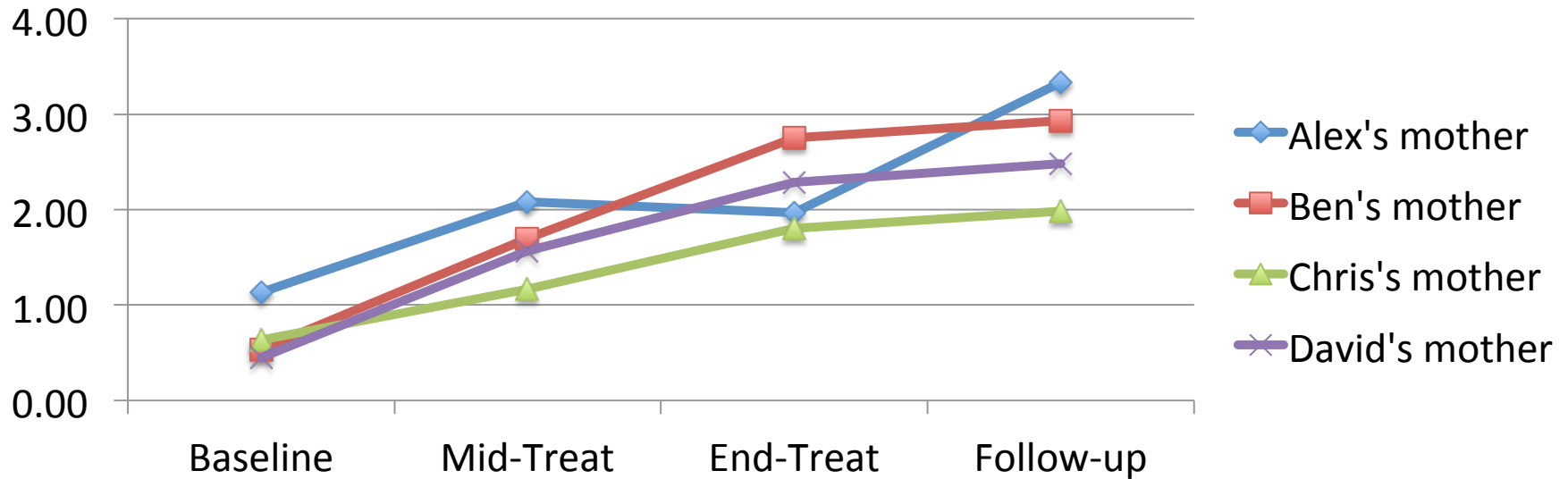
Result: Child non-compliance to parent instructions was reduced – compliance increased in clinic setting.

Child Answers Parent Information-Type Question in Video-Taped Observations



Result: All children increased responding to parent questions and reduced non-responding in clinic setting.

Rate per Minute of Neutral Parent Talk to Child in Video-Taped Observations



Neutral talk is talk which

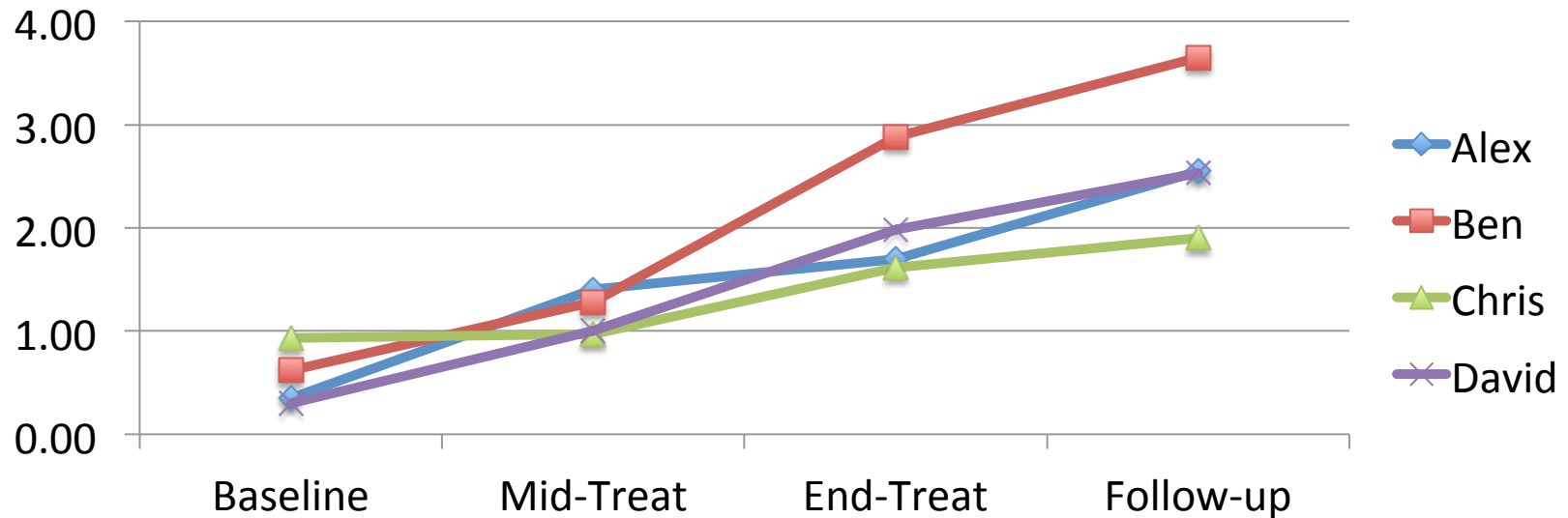
- Introduces information about people, objects, events or activities
- Or indicates attention to the child
- And is non-evaluative
- And is not a command

Examples:

- I need a few more of those big ones.
- Children aren't supposed to hit
- I'm feeling tired, too
- I see that you look bored
- Gentle
- I'm making my rainbow just like yours
- That's a tall tower you're making

Result: All parents learned to increase their use of this strategy.

Rate per Minute of Child's Pro-Social Talk to Parent in Video-Taped Observations



Child Pro-Social Talk is Talk Which

- Contributes positively to child-parent interaction
- positively evaluates an attribute, product, or behavior of the parent (specifically or generally);
- describes the parent's behavior;
- provides neutral information;
- reflects the parent's verbalizations; or acknowledge the parent.

Examples:

- That is a rainbow!
- You turned on the computer.
- *Parent:* The farmer is feeding his cows. *Child:* Feeding his cows.
- That's where it goes!
- Hi!
- Yea!
- I love you

Result: All children were observed to contribute more positive talk to parents.

Social Validity (Parent Diaries)

- Behaviour
- Communication
- Friendship Development
- Social Skills
- Emotional Understanding

Discussion

- Parents learned effective strategies to reduce behaviours that were of the highest concern to them.
- Parents learned to problem-solve and think through new issues that came up.
- Parents stopped being 'afraid of Autism' and were able to restore their role as parents.
- Positive behaviour change was reported in the home and observed in the clinic settings.
- In many cases, positive changes continued through follow-up, as parents continued interactions to produce change.

Discussion, continued

- More effective than Triple-P for ASD
(Whittingham, Sofronoff, Sheffield and Sanders, 1999)
delivered in 8-9 sessions; IY-ASD higher parent satisfaction
- Consistent with international IY results
- Consistent with other IY in NZ results

Contributions to Results

- *Manualised IY Programme and its ability to be tailored for other populations*
- Video-clips
- High level of engagement
- Small group size
- Number of Sessions (19)

Limitations & Implications

- Four children– smaller group size
- Not tailored for Māori (but could be)
- Number of sessions beyond current MoEd levels of early intervention but could be accommodated over two years.



Questions?