

Sponsored by AUCD's Autism Special Interest Group for Autism Acceptance Month.

Project ImPACT Evidence Based Parent Training in ASD

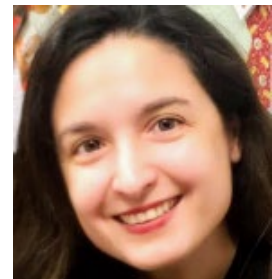
April 15, 2020



Dr. Brooke Ingersoll is an associate professor of clinical psychology and the director of the MSU Autism Research Lab. She received her PhD in experimental psychology at University of California, San Diego and completed a clinical post-doc in child psychology at Oregon Health & Science University. She is a licensed psychologist and board-certified behavior analyst. Dr. Ingersoll's research focuses on the development, evaluation, dissemination, and implementation of social communication interventions for individuals with autism spectrum disorder (ASD). She also conducts research on the impact of ASD on the family and the broader autism phenotype. A major emphasis of her current work is on the development of community-focused, parent-mediated interventions for young children with ASD. Dr. Ingersoll has published more than 50 peer-reviewed journal articles and book chapters on ASD, and is the co-author of Teaching Social Communication to Children with Autism, an internationally-recognized parent training curriculum for children with ASD.



Karis Casagrande is a PhD student in the Clinical Psychology Program at Michigan State University. She is interested in helping parents successfully address the needs of their child and family through both research and clinical work. Her current research focuses on utilizing community partnerships and mixed methods to understand how parents access services in community settings. She also provides consultation for providers in Project ImPACT, an evidence-based parent-mediated intervention for social communication. Additionally, Karis has been involved with the Mid-Michigan Autism Association for several years, providing autism awareness training to a variety of community organizations and consulting with the Wharton Center for Sensory Friendly Performance series.



Julieta Banan-Rubin is a special educator at the Montgomery County Infants and Toddlers Program in Maryland. Her role as an intensive needs specialist at the site involves leading two intensive needs classrooms that utilizes Applied Behavioral Analysis instruction and strategies, parent coaching, and consultations. She is also the team leader for the intensive needs team at the site. Julieta has a background in Applied Behavioral Analysis (including discrete trials), social stories, classroom instruction, routines-based interviews and picture exchange. She is currently working on her certification in Project ImPACT.

Project ImPACT: Evidence-Based Parent Training in ASD

BROOKE INGERSOLL, PH.D., BCBA-D
MICHIGAN STATE UNIVERSITY

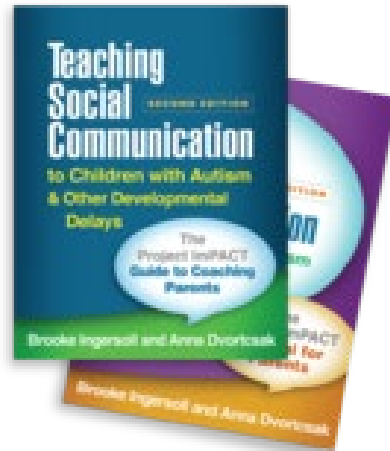
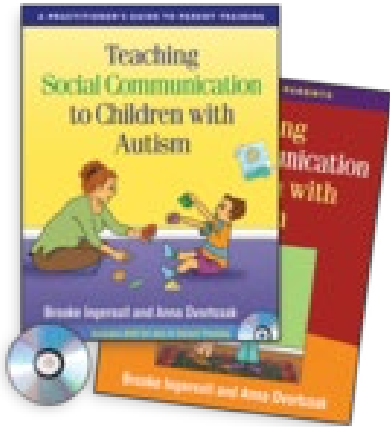


Disclosure

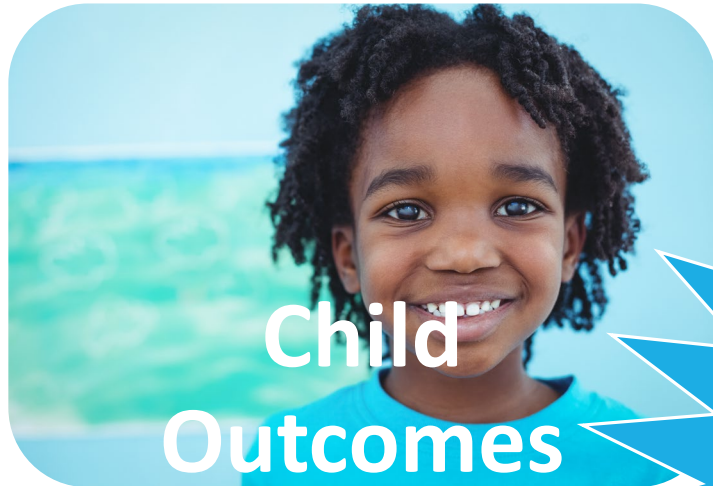
I receive royalties from the sale of the Project ImPACT curriculum from Guilford Publications. I donate them to my lab.

First edition: *Teaching Social Communication Skills to Children with ASD: A Practitioner's Guide to Parent Training and a Manual for Parents* (2010)

Second Edition: *Teaching Social Communication to Children with Autism and other Developmental Delays: The Project ImPACT Guide to Coaching Parents and the Project ImPACT Manual for Parents* (2019)



Outcomes of PMI in ASD



- Increase in social communication, and behavior¹
- Maintenance of skills²

Evidence-Based Practice

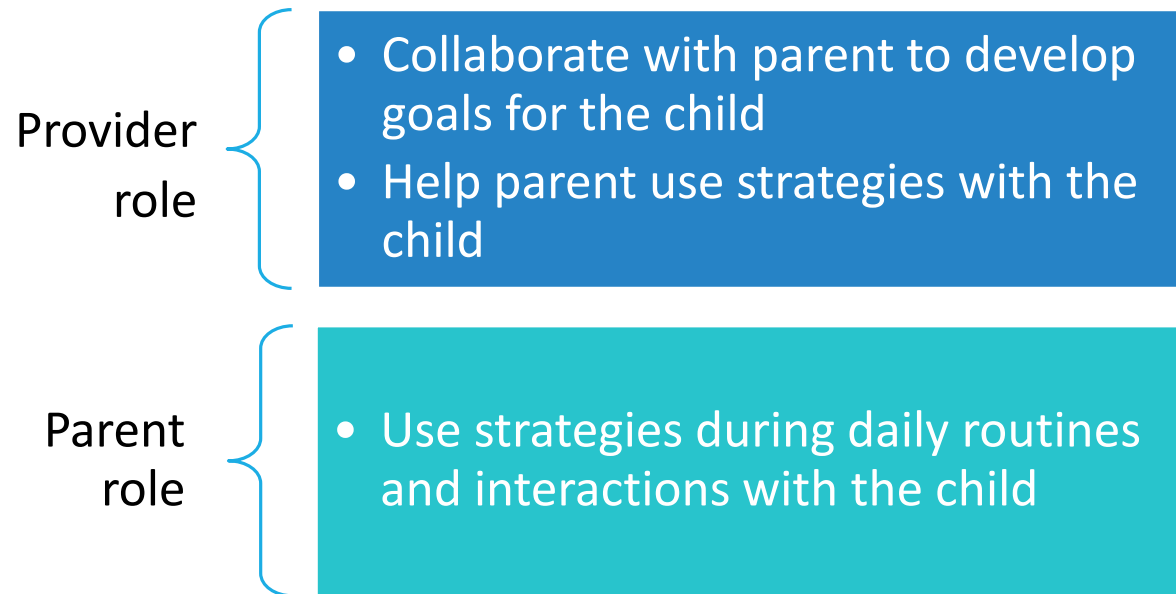
(NRC, NPDC-ASD, NSP)

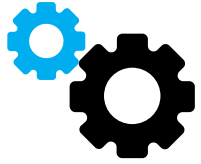


- Increase in efficacy⁴
- Decrease in stress⁵
- Increase in family interactions⁶

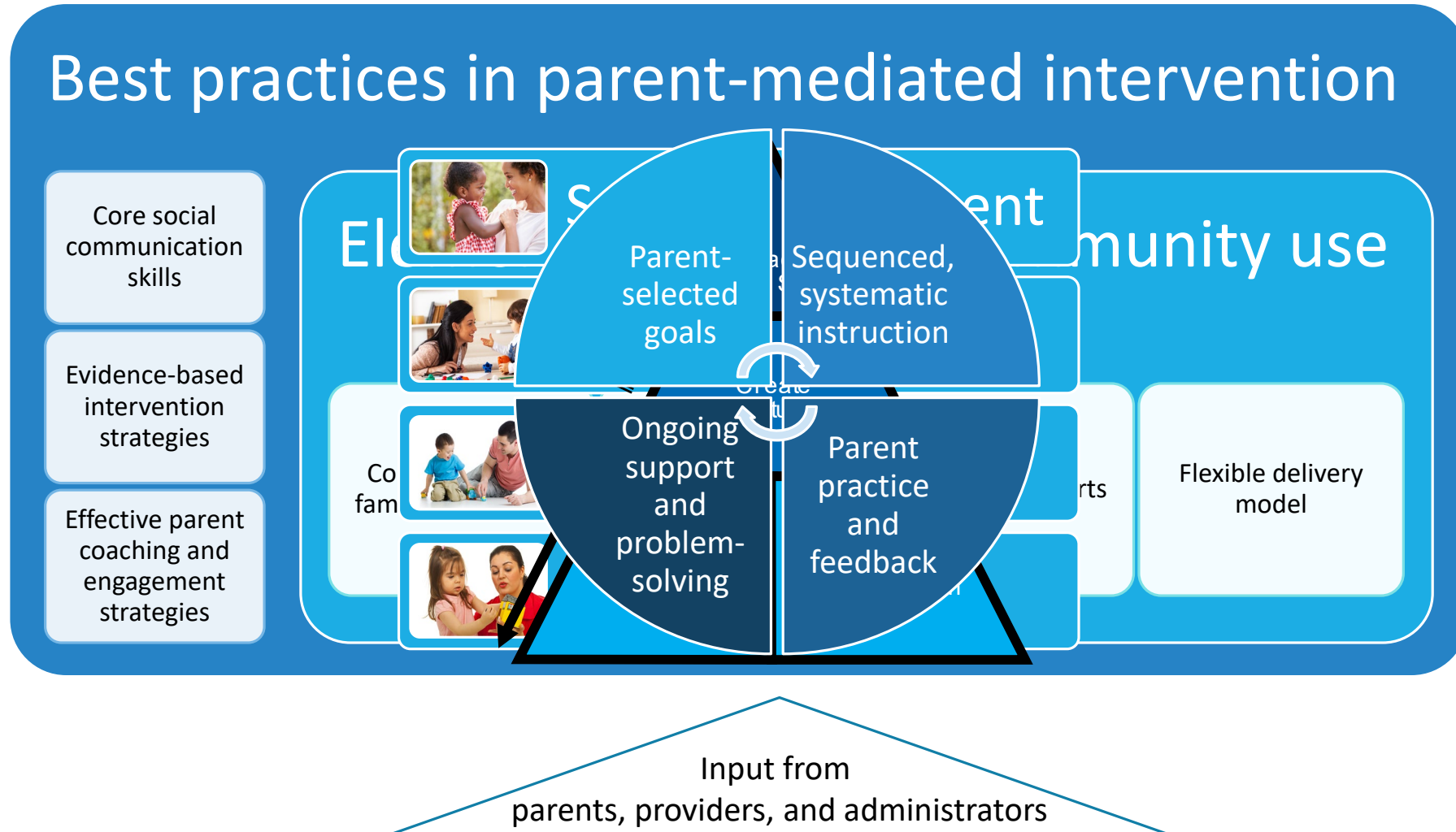
Parent-Mediated Intervention Process

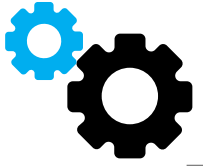
- Shift in practice from “expert delivery” to partnership with parent
- Help parent develop skills and confidence to change their behavior





Key Components of Project ImPACT





Research on Project ImPACT

Intervention strategies considered evidence-based practice by National Standards Project and NPDC-ASD



Project ImPACT in action

Parent-Mediated Intervention (PMI)

- ***Systematic instruction*** in strategies to help parents accomplish specific goals or outcomes for their child

Improve Parent-
Child Interaction

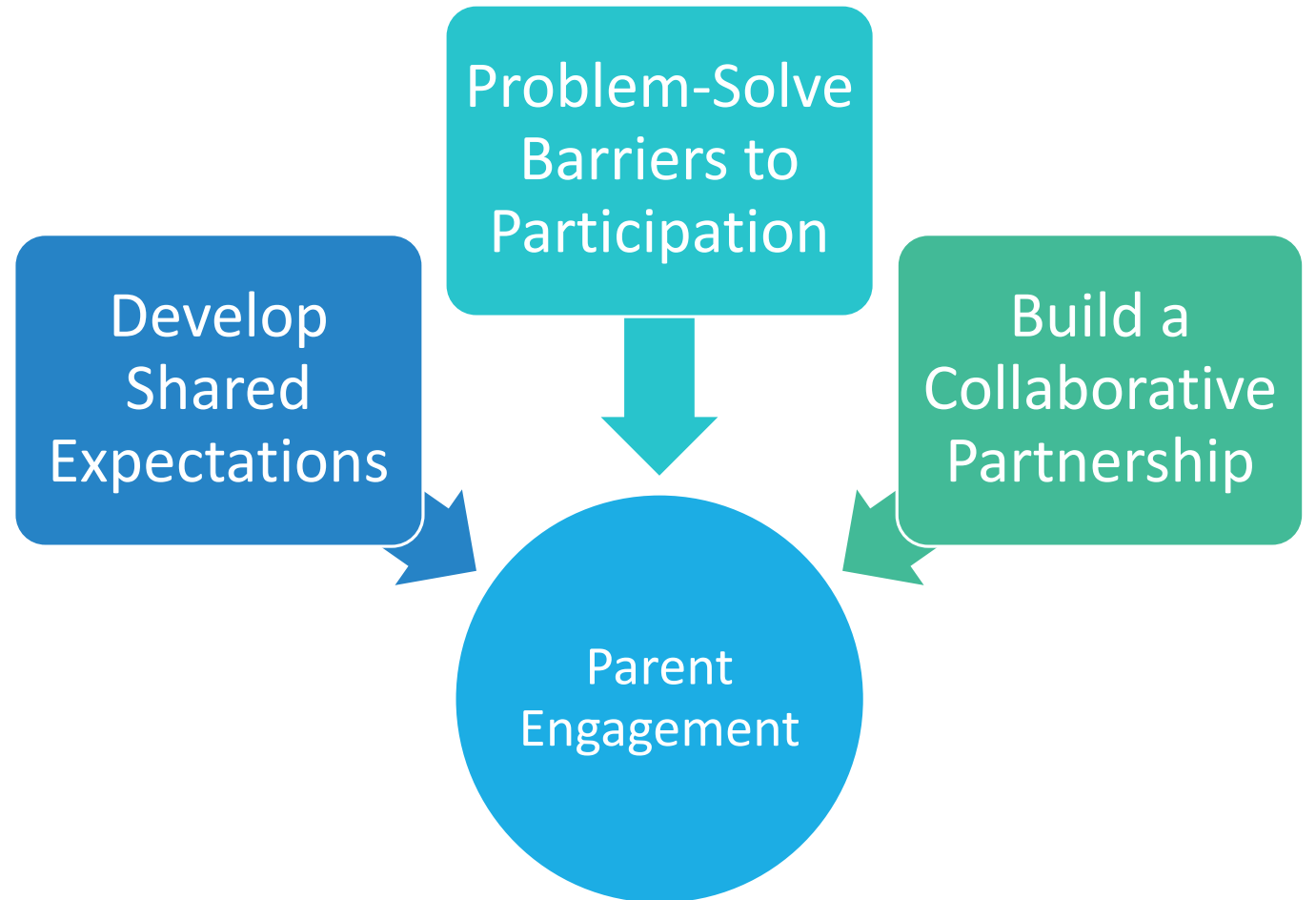
Teach
Developmental
Skills

Manage
Challenging
Behavior

- Essential part of a comprehensive intervention program for ASD
- PMI can be a *primary* intervention strategy

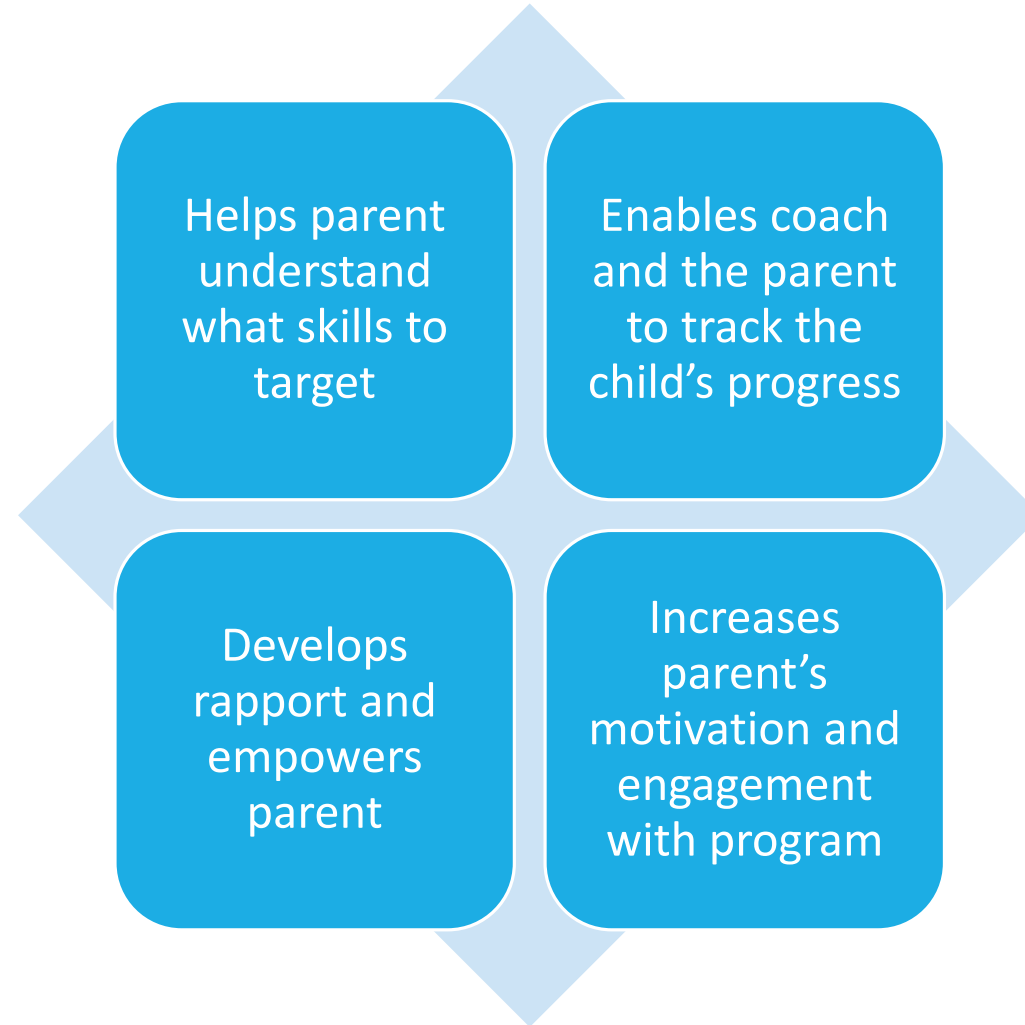


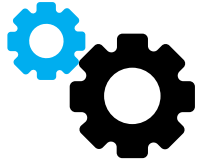
Encouraging Parent Engagement





Develop Goals Collaboratively with the Parent





Goals of Coaching

Teach the parent
new ways of
interacting with
their child

Recognize the
parent's strengths
and effort

Provide opportunity
for parent to
practice and receive
feedback

Jointly identify and
problem solve
barriers

Increase parent's
independence
during daily
activities

Individual Coaching Model



Coach meets 1:1 with parent and child
2X per week for 60-90 min, for 24 sessions
May be adapted to 1X per week for 12 sessions

Coach can tailor program to individual needs of
child and family

Parents receive more coaching

Parents often report greater satisfaction with
individual models



Group Coaching Model



1-2 coaches run program with 4-8 families
6, 2-hr group sessions and 6, 1-hr individual coaching sessions

Group and coaching sessions alternate

Coach can serve larger number of families
More cost-effective for parents
Parents receive social support from other families



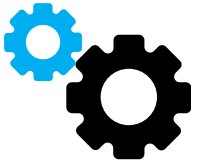
Teleheath Coaching Model



1 provider and 1 parent-child dyad
12-24 sessions, 1-2 times per week for 30-90 min
May be combined with self-directed tutorial

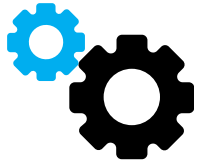
Cost-effective for parents and providers
Greater access for rural and underserved areas
Can be completed outside of traditional work
week hours





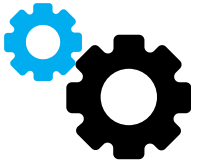
Key Components of Coaching





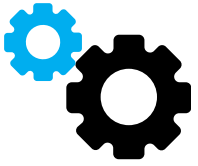
Key Components of Coaching



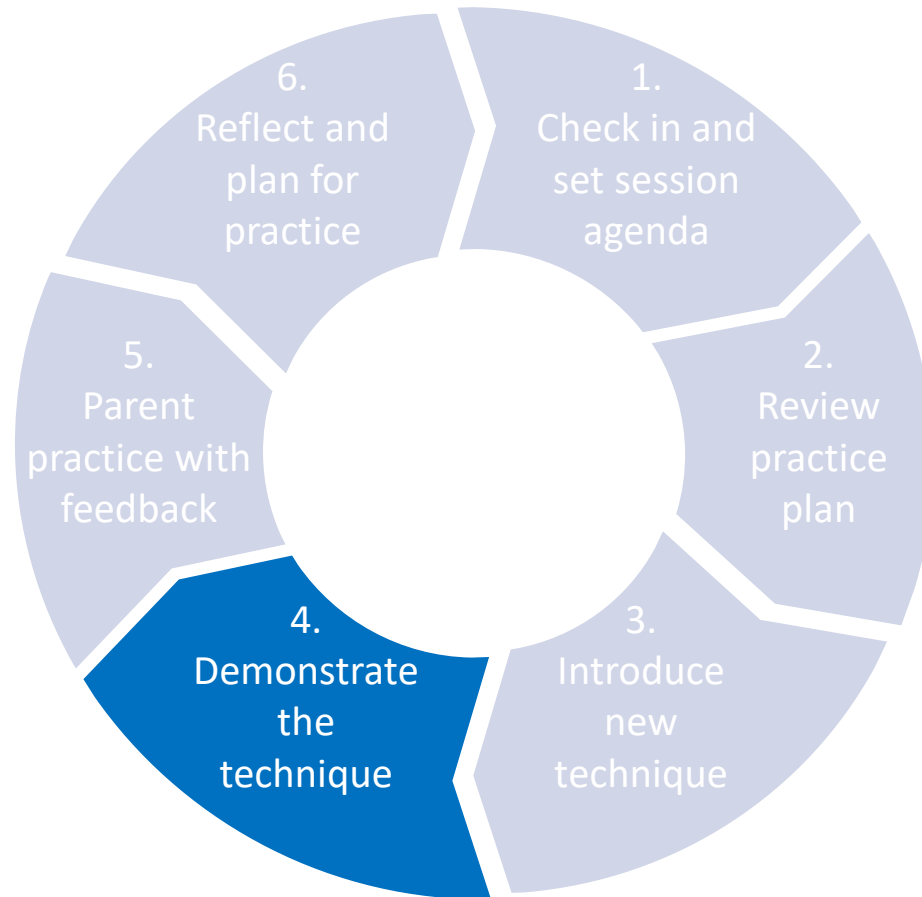


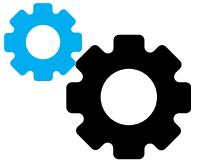
Key Components of Coaching





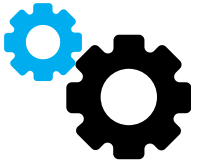
Key Components of Coaching





Key Components of Coaching





Key Components of Coaching



Coaching via telehealth

Take Home Message

Address
barriers to
participation

Create a
partnership
with parent

Develop goals
collaboratively

Use systematic
instruction
while
emphasizing
practice with
feedback