PURPOSE AND EXPECTATIONS

GOAL

Ensure trainer and parent agree on expectations for training. Understand the importance of parent involvement in ABA.

BACKGROUND

Parents and caregivers play a vital role in the success of any ABA program. Parent (or caregiver) training

- Helps parents and caregivers understand their child and how she learns.
- Builds rapport and trust with the professionals responsible for your child's care and progress.
- Provides validation and recognition from a professional who understands how hard you work at being a great parent.
- Helps you build the skill you need to help your child succeed at home.

IMPORTANCE OF PARENTS AND CAREGIVERS

The single biggest contributor to the success of any child - with or without autism - is the involvement of parents and caregivers.

Not only are you their advocate, and the person responsible for getting them the support they need, you're also the biggest influence over their learning and behavior.

When you learn the tools that are most effective with your child, you will see growth you never thought possible.

Doing things differently will be hard at first. But with practice it will be as easy as what you're doing now. You can do this!

WHY PARENT TRAINING?

REDUCES NEED FOR SERVICES

When parents learn ABA they can begin using these strategies without the support of a professional in many cases.

In the end, parent training reduces the need for indefinite treatment as parents learn to address their child's needs with less intervention from professionals.

Although ABA is seen as a "medically necessary" treatment for many individuals, making it covered by many insurance companies, the treatment is not intended to extend for the individual's life span.

ABA should target specific, immediate needs while preparing for the inevitable end to treatment. The overall goal is not to "fix" the child but to provide the child and family the tools needed to succeed on their own.

GENERALIZE SKILLS

No amount of work with a professional provides automatic results and improvement when that professional is not present.

While some children demonstrate skills across environments more readily than others, many require help to accomplish this. One of the primary purposes of parent training is to help you view behavior from a different perspective and alter the way you respond accordingly. To make a difference in your child's behavior, you must also make a change.

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EXPECTATIONS

Expectations for participation vary depending on the needs of your child and family, any requirements of the payor (i.e. insurance), recommendations from the BCBA and your preferences. Although many aspects of parent training sessions will likely change over time, have an open conversation about expectations from the beginning.

Consider things such as:

- Frequency, duration, and location of parent training sessions
- Follow up or "homework" assignments

Documentation requirements

Understand your role and responsibilities, but also ensure you understand the role and responsibilities of the BCBA. Who is responsible for working with you to:

Identify goals

Scheduling appointments

Collect data

Determining topics for training

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BEHAVIOR

Function of Behavior

All behavior happens because the individual either gets something they want or escapes something they don't want.

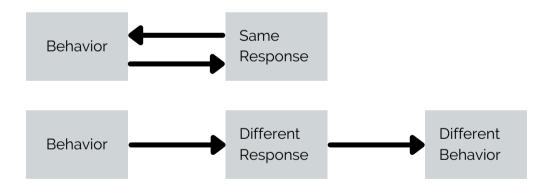
We'll cover this more in later lessons. For now, know that there is always a reason for a behavior. Because children with autism experience the world in a way that is different from your experience, your assumptions about why they engage in a behavior might be wrong.

ABA looks at behavior objectively to learn what an individual does what he does.

Changing Your Own Behavior

Often your response to a behavior provides access to what your child wants, or allows them to escape from something they don't want.

If you continue responding in the same way, your child's behavior won't change. Changing your response in a way that teaches your child a better way to get their needs met helps build valuable skills and reduces challenging behavior.



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