

The purpose of this document is to outline the guidelines for parent training that can be implemented when conducting parent training. This document provides guidelines for initially setting up parent training goals as well as guidelines for ongoing parent training. Parent training is a recursive process where the steps for developing goals and providing ongoing parent training will repeat themselves throughout the course of ABA intervention as goals are mastered and the needs of your family change. Therefore, you should experience these guidelines being implemented each time a new goal is chosen. If there are any questions about these guidelines, please ask your child's team supervisor.



General Parent Training Guidelines

The guidelines below should be followed in general when receiving parent training.

1. Parent training is a collaborative process with the team supervisor and family working together to determine the most appropriate goals for the family and child.
2. Parent training occurs for a total of at least 2 hours per month. How this time is allotted will depend on the needs of your family and the requirements of the funding source.
3. Parent training requires active participation during scheduled parent training sessions and follow through with the agreed upon strategies after the training is complete.
4. Parent training focuses on a specific goal or set of goals that are agreed upon by the family and team supervisor. Changes to these goals occur when the goals are mastered or after a month elapses if the family would like to change goals at that time.
5. The formal process described below occurs on a regular basis as new goals are identified either by the family or as suggested by the team supervisor.

6. In addition to the formal process below, families may receive informal parent training during service delivery that consists of:
 - a. Updating the parent on the child's progress
 - b. Providing a quick 10-15 minute training on how to practice a skill that the child may need to practice outside of the session
 - c. Providing a quick 10-15 minute training on how to address a skill or challenging behavior that is of concern to the family



Choosing Parent Training Goals

The guidelines below should be followed when determining parent training goals.

1. During a scheduled parent training session, the family and the team supervisor discuss parental concerns and skills that would benefit from parent training.
2. The team supervisor and the family work together to prioritize concerns and choose a goal or goals to focus on.
 - a. During this process, the family provides input regarding which goals are most important to them at the time and the team supervisor provides feedback regarding whether or not other goals may need to be addressed first in order to obtain the goals that are important to the family
3. Once a goal or goals are chosen, the team supervisor presents options to the family regarding how to meet those goals.
 - a. The team supervisor may ask the family questions about what is feasible and acceptable for them
 - b. If there are differences in input regarding how to address the goals, the team supervisor presents to the family the different options and the benefits or disadvantages of those options
4. The family and the team supervisor determine which option to implement first to address the goal or goals and documentation of this choice occurs.
5. Once an option is chosen, the team supervisor will write a plan and prepare a training session for the family based on this option.



Initial Training on a Goal

The guidelines below should be followed when providing training on a goal

1. For each goal, families will receive hands on training to learn how to implement procedures related to meeting that goal.
2. Hands on training consists of:
 - a. Explanation of the plan developed for the goal. Feedback is sought from the family at this time to confirm the plan is feasible for the family. If the plan is not feasible, changes are made as long as the program will still be effective
 - b. Modeling of the plan developed for the goal
 - c. Role-playing and practice following the plan developed for the goal
 - d. Feedback using a checklist feedback form is provided to increase successful implementation of the plan
 - e. The opportunity to ask questions and receive clarification



Follow up Training on a Goal

The guidelines below should be followed after training has been provided for a goal

1. Once training has been received for a goal, the team supervisor will conduct follow up training as needed.
2. Follow up training consists of:
 - a. Observing implementation of the plan and providing feedback using a checklist feedback form is provided to increase successful implementation of the plan
 - b. Collecting data on the child's performance
 - c. Checking in with the family to see if there are any questions about the plan or progress being made
 - d. Making modifications to the plan as indicated by the child's progress
3. The frequency of follow up training will depend on the complexity of the goal being addressed.



Documentation and Data Collection

The guidelines below should be followed for documenting parent training and collecting data. To adhere to our ethical guidelines and funding source requirements, documentation of parent training is required.

1. Families receive documentation related to choosing parent training goals, choosing plans to address the goals, and the final plans developed for addressing the goals. This documentation requires parent signatures to confirm the training occurred.
2. Data collection for parent training goals may occur in the following ways:
 - a. Collecting data on parent participation during parent training activities.
 - i. This usually consists of recording whether or not the parent participated in a parent training activity.
 - ii. This data collection is often required by the funding source
 - b. Collecting data using the checklist feedback form.
 - i. This consists of providing feedback to the family regarding implementation of the plan.
 - ii. This form can be used to identify areas that require additional training and to determine if a plan needs to be adjusted
 - iii. This data collection is required in order to provide effective services
 - c. Collecting ongoing data on the child's performance.
 - i. This usually consists of the parent collecting data on a daily basis in order to track the child's progress with the goal.
 - ii. This data collection is necessary when the data are needed in order to provide effective services.
 - iii. If there is disagreement about whether or not ongoing data collection is necessary, please contact your child's managing supervisor.
 - d. Collecting data samples of the child's performance
 - i. This usually consists of the team supervisor collecting data on a weekly, biweekly, or monthly basis to track the child's progress with the goal
 - ii. This data collection is necessary in order to provide effective services and typically occurs by having the team supervisor observe the family implement the plan and collect data on the child's performance during this time.