

Resources for Participants

Family ECHO

Session #1

April 16, 2020

Online ABA Resources

- The Institute UC Davis MIND UCEDD has free videos found on their website:
<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>. This allows parents and teachers to learn strategies for teaching functional skills through video modules
- www.ocali.org/ - **OCALI** provides important information on autism and Ohiospecific laws and services. There is also a free lending library from which family can borrow books and educational materials for Ohioans. Furthermore, OCALI provides Autism Internet Modules which are free videos for Ohioans (and lowcost to individuals outside of Ohio) to learn about behavior assessment and other evidence-based interventions.
- <https://helpisinyourhands.org/course> - The **Early Start Denver Model** is a scientifically-based intervention that teaches caregivers ways to more effectively interact with child with Autism in order to start improving social skills, play skills, language and other early skills.

Educational Advocacy Resources

- Ohio Center for Autism and Low Incidence (www.ocali.org/)- support for families during IEP meetings; online resources and trainings
- Ohio Coalition for the Education of Children with Disabilities (www.ocecd.org/)- educational advocacy for families
- Most states have their own versions of Educational Coalitions and State Autism Centers
- Request to speak with a Parent Mentor through your school district
- Troop and Family Assistance Centers, Military Family programs, Military Liaisons, and Unit, Personal and Family Programs (<https://ohiocares.ohio.gov/Contact-Us-8007610868/Family-Readiness-and-Warrior-Support/Troop-and-Family-AssistanceFacilitators>)
- Wrights Law has lots of great resources for families (<https://www.wrightslaw.com/>)

Mindfulness Apps/Websites

- Stop, Breathe, Think
- Sanity & Self
- Calm
- Headspace
- Simple Habit
- Smiling Mind
- liberate
- Mindfulness and caregiving recorded webinar: <https://youtu.be/J2pJno3xFBg>
- www.stopbreathethink.org
- www.guilford.com/MBCT_audio
- <https://palousemindfulness.com/index.html> (Online Mindfulness Course) - 10% Happier podcast

Community Resources

- 2-1-1: to access local social service agencies and community resources- call 211 or www.211.org
- Ohio United Way- <http://ouw.org/about-us/> to find local resources
- Boards of Developmental Disabilities- each state has their own entity, some states divide resources by region and some by county (<https://dodd.ohio.gov/wps/portal/gov/dodd/>)
- Supplemental Security Income (www.ssa.gov)- national service
- Medicaid- national; contact local Job & Family Services agency to apply
- Ohio Early Intervention- for children under 3 (<https://ohioearlyintervention.org/>)
- Family and Children First Council- <https://www.fcf.ohio.gov/> to find your local agency
- Action for Children- has resources for talking to kids about COVID (<https://www.actionforchildren.org/>)

Creating household rules (also see attached handout)

- Say what you WANT them to do, not what you DON'T want them to do. (e.g., instead of “don't hit”, say the opposite of hitting, which is keeping your hands to yourself, or only nice touches)
- Ask your child to show you what following the rule looks like, and what it would look like to not follow the rule
- Briefly explain what will happen when they follow the rule or break the rule
- Frequently remind children when they are following the rule, don't wait for them to break the rule to remind them of the rule.
- Rules should cover the most common or severe behaviors you are trying to change, 23 rules for younger children, and no more than 5-6 for older children.

Crisis Hotline

- Youth and adolescents ages 17 and under should call (614) 722-1800
- Ages 18 and older should call (614) 276-CARE (2273) or (888) 276-2273
- For people living outside Franklin County, please call your county's psychiatric crisis line number

Talking to Kids about COVID-19

- Coloring book to Teach kids: https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf -
How to talk: <https://kidshealth.org/en/parents/coronavirus-how-talk-child.html>

Diapers and Formula

- Contact local WIC office if not already connected
- Contact PCP- they often have formula samples they can give families
- Request support through local Child Protective Services
- Some Help Me Grow programs also have resources - Call 211

Establishing House Rules

House rules outline clear expectations for behavior that parents establish for themselves and their children to follow.

Why Is Establishing a Set of House Rules Important?

1. People can't "forget" the rules.
2. Avoids potential arguments
 - a. By making expectations clear.
 - b. By setting limits.
 - c. Can't argue if a rule exists.
 - d. Can't argue about how a rule should be interpreted.
3. Specifically states the rules for living together, generally regarding privacy and respect.

Guidelines for Parents

When do you set up or post a rule?

1. When you repeatedly tell your child the same thing
2. When people in the family are having difficulty following the rules (if everyone follows a rule, then it does not need to be posted).

How do you make it easier for your family to follow the rules?

1. No more than five house rules at a time. With younger children, you may want to start with two or three rules and add to the list as they master the first ones.
2. Be very specific when writing the rules (e.g., "Be home by 10:30" instead of, "Be home at a decent hour," or "Pick up your toys, make your bed, and put your clothes directly in the hamper" instead of "Clean your room").
3. Everyone in the household should agree to live by the rules set. This means adults and children.
4. You gain more cooperation if the rules are negotiated by everyone in the family (all family members should be involved):
 - a. You can get some things you want.
 - b. They get some things they want.

Note: Sometimes just writing the rule down helps solve the problem. However, you may need to establish set consequences for breaking specific house rules (if the rule is broken more than once). Consequences should be applied every time the rule is broken.

Examples of House Rules

1. Everyone is expected to be home and ready to eat when dinner is ready at 6 o'clock.
2. If you make a mess, clean it up.
3. Going out on a school night must be negotiated in advance, and all schoolwork must be completed prior to going out.
4. Ask before borrowing things that belong to others. If you break or damage a borrowed item, you need to replace it.
5. Knock and wait for a response before opening someone's closed door.
6. Nights before school days, curfew is 10:30. On nights before days off, curfew is midnight.

Homework

1. Come up with a list of common difficulties that occur in your household.
2. Establish a set of house rules that address these difficulties.
3. Negotiate a set of house rules with your family.
4. Set clear consequences for breaking house rules.

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Combined Parent-Child Cognitive Behavioral Therapy: CPC-CBT Handouts and Forms. Copyright © 2014 by Oxford University Press
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Family ECHO: Session #1 Questions

Thank you for the questions typed into CHAT during the session. We have three remaining question to address – see the following:

Question: “I am a Head Start teacher. Do you have suggestions for how to best support my parents?”

Response:

- Sending a google/outlook survey to parents to get a sense of greatest need
- Record webinar-style videos to share information with/provide instruction to parents on topics identified in survey
 - Follow-up phone calls after parents have viewed videos
- Sending materials for behavioral programming to homes (consistent with classroom materials) and explaining how to use them in videos
- Referring families who are really struggling to the CDC to participate in RITI Intervention model.
- Attending IEP/other team meetings via phone

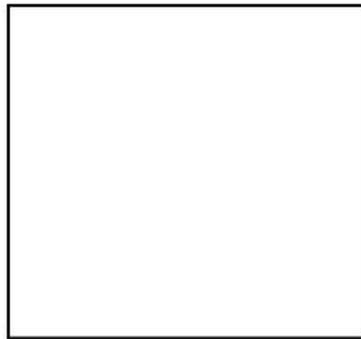
Question: “My family consists of 2 kiddos with autism. One understands what is going on and the other doesn't. What should we do when it comes to the state opening up and wearing masks? My son will not tolerate a mask and even washing hands has been difficult.”

Response: Handwashing: Set a timer for 20 seconds that they can see counting down---on a phone, egg timer etc. Create a visual that has a ‘first wash hands, then _____’ whatever the preferred activity/snack is for them on it (let them choose beforehand if that’s possible). I’m putting a basic first, then board that you can use for now at the bottom; some individuals do better with pictures from their own homes. I recommend laminating, if that’s not an option you can just put it in a plastic sleeve or even put it on cardboard and then put shipping tape over it! Then you can use Velcro to let them decide each time what they want to put on the ‘then’ side. In this manner, each time they wash their hands they get something they like if handwashing is really something they do not like. If 20 seconds is too long to start with and they do not tolerate it even with the timer and ‘first, then board,’ try starting with 5-10 seconds and increasing from there.

Wearing Masks: This is another place where having a first, then will be helpful as well as a timer. In this case wearing the mask is going to need to be much longer than just 20 seconds, so I would recommend a visual timer such as a time timer <https://www.timetimer.com/>, similar products are also on Amazon. In this manner, you can slowly increase the amount of time they are wearing the masks, and they can see that the time they need to keep it on is decreasing. First, I would give them as much of an option in the mask as possible. Do they prefer certain colors, fabrics, designs? Would different methods of keeping it on be preferred (looped behind the ear vs. tied behind the head, etc.)? Then start gradually with exposing them to the masks, first just having them touch them, then touching them to their faces, then on their faces, etc.



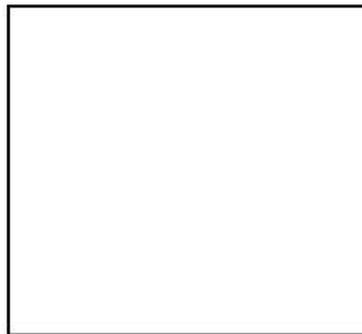
FIRST



THEN



FIRST



THEN

Question: “I have a family that has to wait 5-7 months before the child can be evaluated. what should parents do in the meantime?”

Response: Family can have child connected with therapies / supports around identified / visible areas of struggles and challenges. For example, if child is presenting with a speech delay, the family can request for a speech referral from pediatrician while waiting for the evaluation. Connecting child with supports in visible areas of challenges provides opportunities for growth, progress and development while we wait for the complete evaluation.

Nationwide Children’s Hospital Behavioral Health Intake Department can assist with scheduling for an evaluation. The number for that department is: 614-355-8080