

Talking with Parents about Autism Spectrum Disorders

Implementation Checklist: Talking with Parents about ASD

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Implementation Checklist: Talking with Parents about ASD

The KITS packet *Talking with Parents about ASD* was developed to assist program personnel to move from research to practice and from identification of information to implementation. We encourage you to use this checklist for a variety of purposes. The checklist can be used as a self-assessment. The checklist can be shared among colleagues for use in development of plans for changing practices. The checklist can be used by supervisors to determine the extent to which you/your program adheres to the practices listed (pre/post). The checklist can be used at specific points in time or as part of an ongoing monitoring process. When you or your program are implementing all of the objectives at a level of 4 or above, we would appreciate it if you would send a copy of your completed checklist(s) to kskits@ku.edu with the subject line: TWP Checklist.

For each learner objective of the *Talking With Parents* packet, check the number that corresponds with you or your program's current stage of implementation.

Stages of Implementation

1. Contemplation (still thinking about it) or preparation (getting ready to do it)
2. Action (I am trying it out)
3. Implementation (I am working out the bugs as I do it)
4. Maintenance/Sustainability (it's part of my practice)
5. Improvement/Innovation (feedback solicited/incorporated)

Learner Objectives	Stages				
	1	2	3	4	5
Recognize possible signs and characteristics of ASD in young children at different ages (toddlers and preschoolers).					
Identify rationale and reasons for sharing professional concerns when possible signs or characteristics of ASD are observed.					
Identify reliable sources of information on ASD appropriate to share with staff and families at a level appropriate to their interests and needs.					
Remember talking points to use when sharing concerns with family members or practitioners.					
Identify resources for families with young children with characteristics of ASD and options for community referrals and supports.					
Follow-up with families shortly after talking with them about ASD to see what questions they have and what assistance they might need in acting on the information you provided.					
Follow-up with families 6-12 months later to ask them what was helpful about the information you shared, what, if any action they have taken based on the information, and what else would have been helpful for them to know at the time of your initial conversation.					

Name _____ Date TWP Initiated: _____
 Program _____ Date of Checklist: _____