### What to do!

#### Knowledge:

**Current Status:** Bethany knows about routines and is using them with Gus on self help skills. She doesn’t see the connection between her responses to Gus’s behavior and the continuation or escalation of his response. She is reluctant to rock his boat!

**Strategies:** Find short reading material or a web site for PBS.

Update preschool checklist (things he needs to be able to do to go to school to increase parent motivation.)

#### Skill:

**Current Status:** Bethany observes carefully and is now initiating problem solving with the interventionist. She plans with EI and uses checklists provided for recording info. She is growing more comfortable with guided practice.

**Strategies:** Increase number of self-reflection questions in the problem solving to increase Bethany’s ability to relate her behaviors to the success of the routine.

Decrease amount of guidance in developing next visuals. Provide materials and instructions for mom and dad to develop.

#### Attitude/Value:

**Current Status:** The diagnosis of autism is the reason for Gus’s behavior. Parents don’t expect him to do more or better often because of his disability. Family is traditional in that mom does most of the household duties and dad is seen as peripheral to the responsibilities of child raising.

**Strategies:** Bring family together with parents of PreK children with similar abilities and autism to talk about transition.

Begin family centered planning process with re-identification of routines and activities with Dad’s priorities to increase his participation in routines he prioritizes.

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How to do it!

Attention:

Mom’s attention is good even though she is busy at home and work. Dad is less attentive preferring to leave the day to day work to mom. Need to find routines specific for Dad

Relevance:

Initial priorities were selfcare and intervention made a difference immediately. Focus needs to diffuse to increase community access to family.

Confidence:

Increasing confidence but still cautious with new activities. Continue emphasis on problem solving and add more self-reflection to establish Bethany’s use of the knowledge she is developing. Increase visuals as guides for memory and attracting Dad’s interest.

Satisfaction:

Both would prefer to find a cure or have someone else “fix it”. They want to be able to move on with their lives and include Gus. They see the progress made and are beginning to recognize Gus can do more but again are cautious. Need to emphasize increasing complexity of skills that form a foundation for preacademics especially social and communication outcomes.