

# A Postintervention Survey to evaluate the Parent Home Training and Project ImPACT Programs

LEND Capstone Project

Cosette Montañez, Ph.D., BCBA

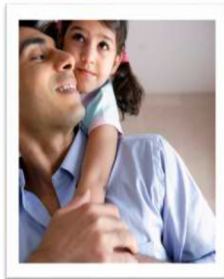
# LEND Mentor

*Sylvia Acosta, Ph.D.*

*Associate Professor  
Department of  
Pediatrics*

## What is the Parent Home Training Program?

The Autism & Other Developmental Disability Program's Parent Home Training program is a no-cost short-term educational program funded by the NM Department of Health available to families of young children with Autism Spectrum Disorder (ASD) under the age of 6. Families learn to help their child develop and gain new skills through individualized in-home consultation.



### FOR MORE INFORMATION OR TO ENROLL

PLEASE CONTACT

PHT Program

Phone: 505-272-3167

Fax: 505-272-3140

Syacosta@salud.unm.edu

Application Available online:

<http://cdd.unm.edu/autism/programs/parenttraining.html>

### PROGRAM MANAGER

Sylvia J. Acosta, PhD

2300 Menaul Ave NE

Albuquerque, NM 87106



University of New Mexico Center for Development and Disability

2300 Menaul Blvd. NE Albuquerque, NM 87107

505-272-3000 [www.cdd.unm.edu](http://www.cdd.unm.edu)



A University Center for Excellence  
in Developmental Disabilities  
Education, Research and Service

## Parent Home Training

For Families of Young Children  
with Autism Spectrum Disorder



For More Information

Tel: (505) 272-4725

Toll Free: (800) 270-1861



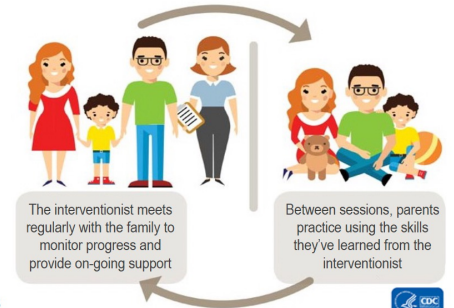
Improving Parents As Communication Teachers is an ABA parent coaching program that teaches parents of young children evidence-based strategies to support their child's **social engagement, communication, imitation, and play.**

ImPACT is a **naturalistic, developmental, and behavioral** intervention.

Naturalistic	Developmental	Behavioral
Teaching occurs during play and daily routines	Supports the parent-child relationship	Uses ABA teaching and learning techniques

### What can parents expect?

- **Work together with your coach** to set **individualized** goals, learn, practice, and problem solve challenges
- You and your child meet with a coach **twice a week** over several months
- Sessions **focus on teaching you** how to teach your child
- **Practice** what you learn **daily** during play or routines



### What are the benefits of parent coaching?

- **Help child use and transfer new skills** to every day settings
- Consistent with **best practices in early intervention and parent coaching**
- **Help parent feel more confident** in supporting their child
- **Improve the parent-child relationship and decreases parenting stress**

To learn more about the evidence base for interventions like Project ImPACT, visit:  
NFDC-ASD (2014): [autismpdc.fpg.unc.edu/](http://autismpdc.fpg.unc.edu/)  
National Standards Project (2015): [www.nationalautismcenter.org/national-standards-project/](http://www.nationalautismcenter.org/national-standards-project/)

# LEND Competency 5

## Person-and- Family-Centered Care

- Use individual and family input in a meaningful way to design, deliver, and evaluate services and systems of care.

# LEND Competency 6

## Research, Quality Improvement, and Evidence-Based Practice

- Use science-based judgment, evidence-based practice, and documentation of outcomes in practice, programs, and policy.
- Understand and critically use data to inform continuous quality improvement efforts in clinical and community-based practice.
- Review and discern the quality of research and its applicability to practice.
- Access and utilize electronic information, resources and databases.
- Gain experience with framing a problem, researching, developing a product, disseminating to relevant stakeholders and providing a professional presentation.

# Problem Framing

## Limited Access to Information

Parents of newly diagnosed children often have limited access to quality information about ASD and specific intervention strategies

Parent training programs can benefit families who are unable to access information or specialty services after receiving a diagnosis.

# Problem Framing

## Parent Training Programs at UNM CDD

### Parent Home Training

- Short-term educational program for families of children with ASD six years and under.
- Individualized, family driven, in-home and telehealth 50-60-minute consultation for six sessions.
- Parents learn to help their child develop and gain new skills.

### Project ImPACT

- Evidence-based parent-mediated intervention program *for children with ASD up to age eight.*
- Individual *90-minute* coaching *for 12 sessions.*
- Parents learn strategies to teach their child new social communication skills.

# Problem Framing

# Program Evaluation

## Evaluating effectiveness of the PHT

- Postintervention Survey, 13% response rate
- Positive reviews
- Data compiled quarterly and provided to funding sources

## Evaluating effectiveness of Project ImPACT

- No formal program evaluation has been completed at the CDD

## What is needed?

- Postintervention survey to evaluate the effectiveness of both programs

# Research: Review of Literature

Training  
programs for  
parents of  
children with  
ASD

- In general, receive positive reviews.
- Program evaluation is necessary to demonstrate effectiveness-intended outcomes were achieved.
- Program effectiveness is dependent on the social validity of the strategies, interventions.



# Research: Review of Literature

What is social validity?

- Participants' appraisal of a program's goals, procedures, outcomes
- General satisfaction, self-efficacy

Why is it important to evaluate social validity?

- To increase likelihood that learned strategies will be implemented and maintained
- To improve current and future implementation of a program

How is social validity evaluated?

- Interviews and surveys completed by participants
- Expert observation of participant's implementation of learned strategies
- Attrition rate of a program

# Research: Review of Literature

Factors that  
enhance the  
social validity of  
a parent training  
program

Parents report:

- strategies, interventions are effective and feasible
- goals and objectives are relevant and important
- satisfaction with outcomes
- a sense of involvement in the program
- their experiences, challenges are addressed
- Self efficacy: confidence in implementing strategies after the program has ended

# Research: Review of Literature

Most program evaluations do not address multiple aspects of social validity

- Focus primarily on acceptability of intervention procedures or satisfaction with outcomes
- Limited evaluation of the feasibility of intervention procedures, acceptability of program goals, and parent self-efficacy

# Central Goal

Design a postintervention survey for the PHT and Project ImPACT programs with questions that address the following dimensions of social validity.

## Goals

Does the parent perceive the program goals and objectives as relevant and important?

## Procedures

Does the parent perceive the strategies as useful, helpful, easy to learn and implement?

## Outcomes

### Satisfaction

Is the parent satisfied with the outcomes of the program?

### Parent Self-Efficacy

Is the parent confident in his/her ability to implement the strategies?

# Process



No IRB Approval Necessary



*Reviewed Existing Postintervention Surveys*



*Compiled Questions*



*Solicited Feedback*



*Edited Multiple Drafts of Survey*



*Placed Final Draft on SurveyMonkey Platform*

# Process

Reviewed existing  
postintervention  
surveys

The Incredible Years Parent Program Satisfaction  
Questionnaire Autism Spectrum & Language  
Delays Program

---

The Early Intervention Parenting  
Self-Efficacy Scale (EIPSES)

---

Autism-Specific Parenting Self-  
Efficacy Scale (PSEaS)

---

Project ImPACT Parent Satisfaction  
Survey

---

Parent Home Training Family  
Survey FY20

---

## Process

## Compiled Questions



Selected 36 questions from existing postintervention surveys



Categorized questions into four dimensions of social validity- 9 in each category



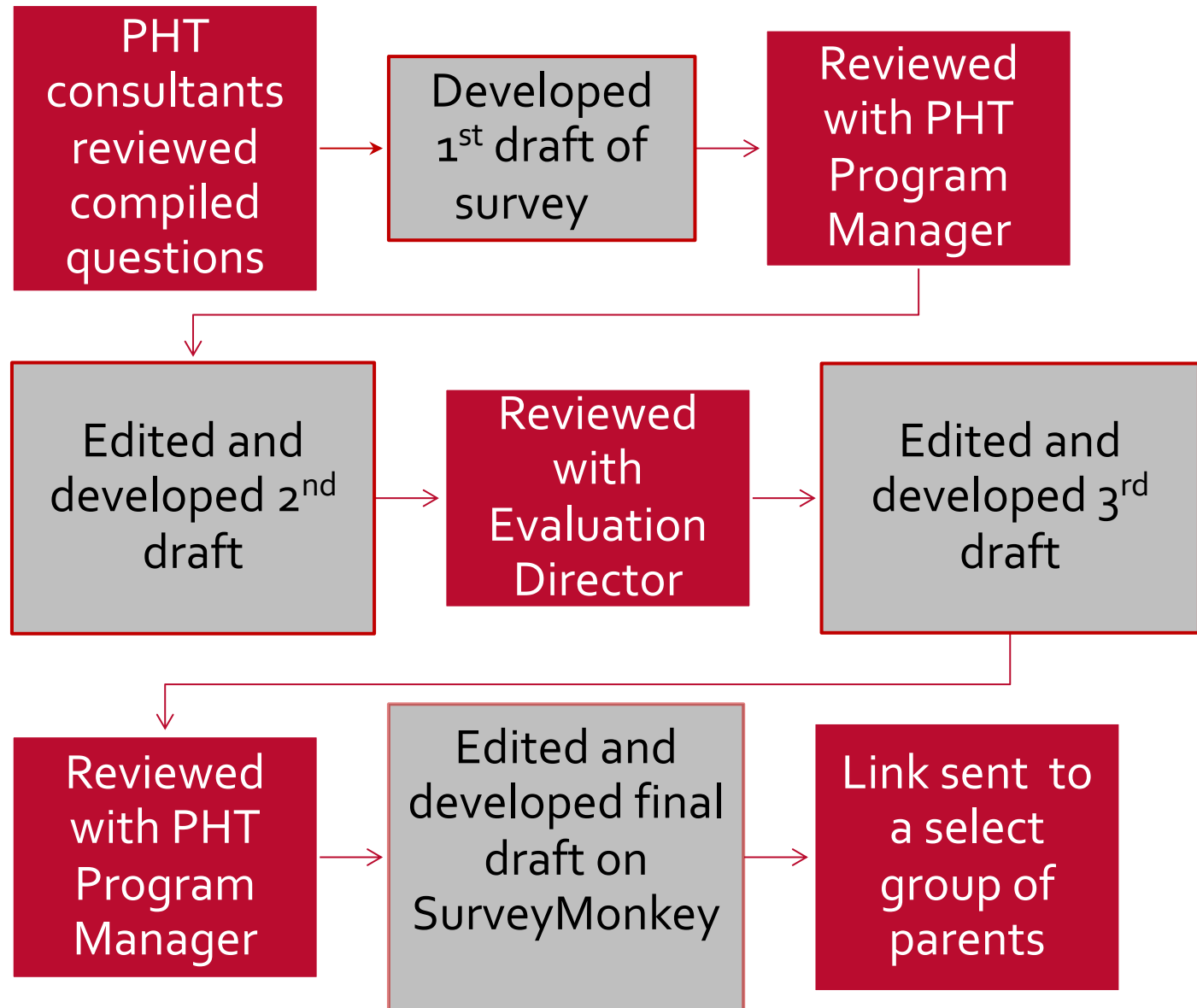
Adapted questions to enhance readability and comprehension



Drafted survey introduction and reminder

# Process

## Solicited Feedback





# Parent Training Program Survey

## Product Description

Questions selected from existing postintervention surveys to evaluate the social validity of the PHT and Project ImPACT Programs

12 questions:

Address goals, procedures, outcomes, satisfaction, and parent self-efficacy

Use a four-point Likert-type scale ranging from Strongly Agree to Strongly Disagree

The last two questions are open-ended to capture any additional feedback parents may have

# Parent Training Program Survey

## Product Description

### Multiple Choice Questions

#### Goals

- My consultant helped my family reach the goals we outlined for the program.

#### Procedures

- My consultant gave me useful information.
- My consultant shared information in a way I could understand.
- My consultant respected my family's values.

#### Outcomes Satisfaction

- Overall, the program had a positive impact on my skills and/or my child's skills.
- Overall, I'm satisfied with the program.
- Because of the program, I better understand autism in my child.
- My child's skills improved as a result of the program.
- The strategies presented in the program were helpful.

#### Parent Self-Efficacy

- I am confident I can continue helping my child using what I learned.
- I am confident I can model activities for my child.
- I am confident I can advocate for my child's needs.

# Parent Training Program

## Product Description

### Open-Ended Questions

- What do you see as the main benefits of the program?
- How could the program have been improved to help you more?

### Intro

- This survey is part of our evaluation of the parent training program for autism that you have participated in. The information obtained will help us evaluate and improve the programs we offer. We would love to hear about your experience. This survey will take only a few minutes of your time. Please select the response that best expresses how you honestly feel.

### Reminder

- This is a friendly reminder to please complete the survey if you have not already done so. Your input is very much appreciated, and really helps us to plan future programs. Thank you.

# Parent Training Program Survey

## Product Dissemination SurveyMonkey

### AODD FY 2023 Parent Training Program Survey

Dear Parent/Guardian,

This survey is part of our evaluation of the parent training program for autism that you have participated in. The information obtained will help us evaluate and improve the programs we offer. We would love to hear about your experience. This survey will take only a few minutes of your time. Please select the response that best expresses how you honestly feel.

#### 1. How much do you agree or disagree with the following statements? My consultant:

	Strongly agree	Agree	Disagree	Strongly disagree
Gave me useful information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared information in a way I could understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respected my family's values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped my family reach the goals we outlined for the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2. How much do you agree or disagree with the following statements? After the program, I'm confident that I can:

	Strongly agree	Agree	Disagree	Strongly disagree
Continue helping my child using what I learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model activities for my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 3. How much do you agree or disagree with each of the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
The strategies presented in the program were helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's skills improved as a result of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the program, I better understand autism spectrum disorder in my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the program had a positive impact on my skills and/or my child's skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I'm satisfied with the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. What do you see as the main benefits of the program?

#### 5. How could the program have been improved to help you more?

# Problem Framing

# Parent Feedback

How was the wording of the questions? Did you understand the questions?

- *"I understood the questions"*
- *"Good, simple, made sense. Easy, straight forward, had to read the goals ones a few times, but don't know how else you would word it"*
- *"Questions made sense, they were not too specific, no confusion, super generalized questions"*

Was the survey parent friendly? Did you feel like it was too long, too short?

- *"It took less than five minutes, it was fine, it didn't feel hard"*
- *"Length was fine, no longer than 10 questions is good, short enough to not feel overwhelming. It was not too long"*
- *"Survey was very doable, easy to answer questions"*

What changes would you make? What would you add?

- *"Adding areas in all questions to give more in depth thoughts (after each section)."*
- *"I wanted to answer more, but there was no opportunity."*

## References

---

Bountain, A.R., Sheldon, J. B., Sherman, J. A. (2020). Evaluation of a telehealth parent training program in teaching self-care skills to children with autism. *Journal of Applied Behavior Analysis.*, 53, 1259-1275.

---

Chung, M. Y., Meadan, H., Snodgrass, M. R., Hacker, R. E., Sands, M.M., Adams, N. B., Johnston, S. S. (2020). Assessing the Social Validity of a Telepractice Training and Coaching Intervention. *Journal of Behavioral Education*, 29, 382-408.

---

Farmer, J., Reuper, A. (2013). Understanding autism and understanding my child with autism: An evaluation of a group parent education program in rural Australia. *The Australian Journal of Rural Health*, 21, 20-27.

## References

---

Guimond, A. B., Wilcox, M. J., Lamorey, S. G. (2008). The Early Intervention Parenting Self-Efficacy Scale (EIPSES): Scale Construction and Initial Psychometric Evidence. *Journal of Early Intervention, 30*(4), 295-320.

---

Kurzrok, J., McBride, E., Grossman, R. B. (2021). Autism-specific parenting self-efficacy: An examination of the role of parent-reported intervention involvement, satisfaction with intervention-related training, and caregiver burden. *Autism, 25*(5), 1395-1408.

---

McIntyre, L. L., Zemantic, P. K. (2017). Examining services for young children with autism spectrum disorder: Parent satisfaction and predictors of service utilization. *Early Childhood Education Journal, 45*, 727-734.

## References

---

Rivard, M., Morin, M., Mercier, C., Terroux, A., Mello, C., Lépine A. (2017). Social validity of a training and coaching program for parents of children with autism spectrum disorder on a waiting list for early behavioral intervention. *Journal of Child and Family Studies*, 26, 877-887.

---

Stahmer, A. C., Brookman-Frazee, L., Rieth, S. R., Stoner, J., T., Feder, J.D., Searcy, K., Wang, T. (2016). Parent perceptions of an adapted evidence-based practice for toddlers with autism in a community setting. *Autism*, 1-14.

---

Wittkowski, A., Garrett, C., Calam, R., Weisberg, D. (2017). Self-report measures of parental self-efficacy: A systematic Review of the Current Literature. *Journal of Child and Family Studies*, 26, 2960-2978.

---