Components of the EBP Brief Packet...

This evidence-based practice overview on Parent Implemented Intervention includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The PI Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the PI Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor NI. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the PI Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the PI Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the PI Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the Additional Resources to learn more about the practice.
9. **CEC Standards:** A list of CEC Standards that apply specifically to PI.
10. **Module References:** A list of numerical References utilized for the PI module.

**Suggested citation:**
What is PII?

Many children with ASD have difficulty in their home environments during everyday routines and activities. Parents often desire to gain skills and practices that they can implement with their children throughout these routines and activities. Practitioners should use parent implemented interventions (PII) to train and coach parents to implement EBPs with their children throughout daily routines and activities. Parents are the primary implementers of PII, however, practitioners play a crucial role as the coach, encourager, and information provider.

Evidence-base

Parent implemented interventions meets the evidence-based practice criteria set by NPDC with 11 single case design studies and 9 group design studies. The practice has been effective with learners in early intervention (0-2 years) to elementary school learners (6-11 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how parent implemented interventions can be used effectively to address: social, communication, joint attention, behavior, school-readiness, play, cognitive, adaptive, and academic outcomes.

How Is PII Being Used?

PII may be used by a variety of professionals including early interventionists, early childhood special educators, elementary special educators, related service-providers (Speech and Language Pathologists, Occupational Therapists, etc.), and paraprofessionals in a variety of center-based, home-based, and community-based environments. PII is especially useful for practitioners who conduct home visits.

For more information, visit: www.afirm.fpg.unc.edu
The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

---Evidence-base for Parent Implemented Intervention---

Parent implemented intervention involves modeling, coaching, and collaborating with parents in the process of training parents to implement EBPs throughout daily routines and activities. Parent implemented intervention meets the evidence-based practice criteria with 11 single case design studies and 9 group design studies. The practice has been effective with learners in early intervention (0-2 years) to elementary school learners (6-11 years). Studies included in the 2014 EBP report detailed how parent-implemented intervention can be used effectively to address: social, communication, joint attention, behavior, school-readiness, play, cognitive, adaptive, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
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