

## Partnering in a technology-based home intervention: Parent and preservice teacher perspectives

We all need a positive start to the day; however, some families struggle due to the communication difficulties experienced by their child. This presentation is focused on a home-based intervention pilot project in which six families of children aged 4-5 years with autism and preservice teachers worked together to improve child competence and child-parent relationships across the morning routine. A mini-iPad was used by each family to support their child's learning of self-care skills using visual displays on the *Choiceworks* app. Parents were individually coached on the technical and pedagogical aspects of the intervention by 4<sup>th</sup> year preservice teachers completing the Bachelor of Education (Special Education) at Griffith University, Brisbane. University staff partnered with a senior speech and language pathologist from Chi.L.D Association (LET'S TALK Developmental Hub) to support participants and gather data.

Four research questions framed the project. The first two were related to parental perceptions and satisfaction with the overall intervention and in using the iPad as a teaching tool. The final two were related to the professional learnings gained by preservice teachers through engagement with parents in the 9-week intervention program. The project was conducted in three phases using a mixed method approach: pre-intervention data gathering (Week 1), intervention with data gathering (Weeks 2-10), and post-intervention data gathering (Week 16). Data collection tools included parent interviews, parental observations, preservice teacher weekly reflections, and final online surveys for parents and preservice teachers.

Preliminary results will be reported from both parent and preservice teacher perspectives. Implications for the sustainability of this model of parental support and teacher preparation will be offered.