



Week 12

(Note: This is the final session. Parents are encouraged to continue and develop programs as needed.)

SESSION 12 **Chart I**

Interventions

Positive Interventions

Point program: used for any positive behavior you want to increase (focus on up to three behaviors at a time), such as minding, getting along with a sibling, talking nicely, doing any chore, potty training.

Praise program: used for increasing any behavior (which happens more than once a day), such as talking politely, playing nicely, helping out, and listening to instructions, solely through the use of your attention and praise.

Shaping: used with any behavior you can break down into smaller parts to reinforce the smaller parts individually, such as picking up toys, going to bed on time, feeding a pet, putting dirty clothes in the laundry, and getting dressed on time.

Attending: used in conjunction with ignoring (giving attention to the positive opposite of the behavior you are ignoring), such as any positive opposite of the ignored behavior.

Negative Interventions

Time Out: used with verbal or physical aggression, such as hitting, pushing, punching, talking back, or swearing.

Ignoring: used with mildly annoying behaviors that do not need to be stopped right away, such as whining, interrupting, complaining, having an attitude, or pleading.

Reprimands: used with behaviors that parents decide need to be stopped right away, such as jumping or running in the house, yelling, and being loud.

Low-rate program: used with behaviors that occur no more than two or three times a week and are serious in nature, such as stealing, lying, property destruction, wandering away, and playing with matches.

SESSION 12 **Chart II**

Problem Behaviors with Appropriate Interventions

<i>Problem Behavior</i>	<i>Intervention</i>
Back talk, arguing	Attending to the positive opposite (praise) Ignoring Reprimands Time out Denial of privileges
Bedtime problems	Attending to the positive opposite (praise) Point program Shaping
Not doing chores	Attending to the positive opposite (praise) Point program Shaping
Cleanliness problems	Attending to the positive opposite (praise) Point program Shaping
Disobeying curfew	Attending to the positive opposite (praise) Point program Shaping Low-rate chores
Dressing problems, dawdling	Attending to the positive opposite (praise) Point program Shaping
Fighting, teasing	Attending to the positive opposite (praise) Point program Reprimands Time out Time out of toys Denial of privileges

(continued)

SESSION 12 **Chart II**

Problem Behaviors with Appropriate Interventions

(continued)

Fighting with peers	Point program for positive opposite Low-rate chores
Not doing homework	Contacting teacher Attending to the positive opposite (praise) Point program Home-based school program
Property Destruction	Making restitution Time out of toys Denial of privileges Low-rate chores
Running away	Low-rate chores
School problems	Contacting the teacher Attending to the positive opposite (praise) Home-based school program
Stealing	Making restitution Low-rate chores
Lying	Low-rate chores Time out
Tantrums	Attending to the positive opposite (praise) Point program Time out Parent walks away from the child
Truancy	Contacting the teacher Low-rate chores
Whining, coaxing, crying Pouting, bickering	Attending to the positive opposite (praise) Ignoring Reprimands Time out

SESSION 12 **Chart III**

Beginning a Program

1. Define clearly and specifically the problem behavior and the positive opposite in terms of what you can see or hear.
2. Be sure you can observe the problem behavior before starting the program.
3. Decide what positive intervention you are going to use.
4. Use the intervention immediately after the behavior and every time the behavior occurs.
5. Use a negative intervention only as a backup.

<i>Positive Interventions</i>	<i>Negative Interventions</i>
Point program	Time out
Praise	Planned ignoring
Attending	Reprimands
Shaping	Low-rate behaviors
School program	

SESSION 12 Point Chart

Behavior/Task	Description	Pts																
Earned Previous Balance Total Spent Current Balance																		

Rewards:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Time Out

Behavior	Description																	

Praise

Behavior	Description																	

Attending

Behavior	Description																	

SESSION 12 **School Program**

Child's Name: _____ Date: _____ Day: _____

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

Behavior: _____

Definition: _____

Class: _____

Teacher's Initials:

() Most of the time

() Some of the time

() Very little of the time

.....

Child's Name: _____ Date: _____ Day: _____

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

Behavior: _____

Definition: _____

Class: _____

Teacher's Initials:

() Most of the time

() Some of the time

() Very little of the time

SESSION 12 **Card 1**

You get a call from your child's teacher. She says that he talks out in class and won't stay in his seat. She adds that he has not brought in his homework four times in the past three weeks.

SESSION 12 **Card 2**

You want your two children to set the table before dinner and do the dishes afterward.

SESSION 12 **Card 3**

I have a problem with my child. When he gets angry, he swears at me. I usually deal with it by hitting him, and that usually takes care of it. But now I'm not sure what to do because my child is getting bigger and recently he shoved me back.

SESSION 12 **Card 4**

My child never listens to me. No matter what I ask her to do, she does not do it. She either ignores me, or she does the opposite of what I have asked her to do. No matter how many times I tell her, she does not listen. I've tried taking things away, but it has not worked. I've taken away her allowance and grounded her for weeks at a time, but no matter what I do, nothing seems to work.

SESSION 12 **Card 5**

My child's teacher calls and says that he has not been consistently turning in his math homework.

SESSION 12 **Card 6**

My child often continues to ask you for something even after I've told him no.

SESSION 12 **Card 7**

My child often comes in past his curfew.

SESSION 12 **Card 8**

My child does not always tell me where he
is going when he leaves the house.