



Week 5

1. Always praise your child for any attempt at homework.
2. If your child brings home a bad report from school, do not reprimand; instead, role-play the right thing to do, give praise for practicing, and encourage your child to have a better day tomorrow.
3. Always praise the child for any work done beyond your expectations. (Remember, you are shaping, so don't expect perfection.)
4. The school or homework behavior you are working on is: _____.

SESSION 5 **Chart I**

Guidelines for Shaping

Overview

1. Define the beginning behavior and the goal behavior in very specific terms.
2. Reinforce the beginning behavior until this behavior happens consistently. This step is going to take time.
3. Slowly increase the requirement for your child to get the reinforcement. Any small improvement toward the goal behavior should be reinforced.
4. If the behavior is not equal to or better than the previous attempts, then just acknowledge it.
5. The reinforcement should *consistently* be given after the behavior occurs.
6. Once the goal behavior has been reached, be sure to keep on reinforcing it every time it occurs.

Using Shaping

1. Define the beginning behavior (BB) and the goal behavior (GB):
 - BB = the child carries just his own plate to the sink.
 - GB = the child clears off his and his mother's setting.
2. Reinforce the beginning behavior until it occurs consistently:

Every time the child carries his own plate to the sink, the mother reinforces this behavior by praising him and saying, "Great job putting your plate in the sink; now you can get your ice cream!"
3. Slowly increase the requirement for the child to receive the reinforcement:

Once the child has been putting away his own plate consistently, then add another item, like his glass. Now the child has to put away his own plate and glass to receive your praise. Once these two items are put away consistently, then we would add a third item (silverware).
4. If the behavior is not equal to or better than the previous attempts, then do not reinforce it:

If the child puts away just the plate when he had been putting away his plate and his glass, then you should not praise him, but you can acknowledge it. You might remind him about the glass, and if he does not put it away, then just put it away yourself while ignoring the fact that he did not.
5. The reinforcement should be *consistently* given after the behavior occurs:

The child should be praised every time he clears off what he is supposed to.
6. Once the goal behavior has been reached, be sure to keep on reinforcing it every time it occurs:

Once the child has reached the goal of clearing off both place settings, then you should praise him every time he continues to do this behavior.

SESSION 5 **Chart II**
School Program Form

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 5 **Chart III**
Shaping Worksheet

First Step: _____

Reinforce this behavior until it occurs consistently (4–6 days).

The reinforcer I will use is: _____

Second Step: _____

Reinforce these two steps consistently (4–6 days).

The reinforcer I will use is: _____

Third Step: _____

Reinforce these three steps consistently (4–6 days).

The reinforcer I will use is: _____

Fourth Step: _____

Reinforce these four steps consistently (4–6 days).

The reinforcer I will use is: _____

Last Step: _____

Be sure to continue reinforcing this behavior consistently!

SESSION 5 **Chart IV**

Guidelines for Homework Program

1. Implement the use of a daily assignment sheet. Have the teacher review it and sign it at the end of each day.
2. Reward your child with praise and points for bringing home the assignment sheet.
3. Establish a place where the homework will be done without any distractions.
4. Establish a time when homework should start.
5. Reward your child for the behavior you are working on (such as starting it, getting materials ready, writing neatly, or staying seated until a break).
6. You can make certain activities contingent on completion of homework.
7. Implement a monitoring system whereby the teacher can let you know whether the homework was turned in.

SESSION 5 **Chart V**

Home Program

1. The academic task should be something the child would like to do, such as reading a comic book or a magazine or doing enjoyable math tasks.
2. The child should help choose the materials needed.
3. The parent should monitor the academic task to be able to praise as the child is doing the task. The child should do the task alone and then have a few minutes to report about the reading or go over the math tasks.
4. Some changes may be made to the program as the child does the academic task consistently. Eventually, if this program is going well, different amount of points may be given for different types of and amounts of academic tasks.
5. The Home Reading/Learning Program Sheet should be used to record the child's progress.

SESSION 5 **Parent Guidelines for School Problems**

Often parents bring children for treatment because of problems at school. They get reports that their child has been disruptive in class and talks out of turn, talks back to the teacher, disturbs other children, or refuses to cooperate with the teacher. Parents are sometimes faced with more serious problems, such as their child's suspension from school for aggressive behavior, severe outbursts, obscene language, or attacking or fighting with peers. Other parents have concerns over just getting their child to go to school or do the schoolwork.

What all of these parents have in common is that they feel stress and pressure to do something, but they don't know what to do. Our program helps with these problems, but often change does not happen quickly enough, and the parents continue to get calls and poor reports.

The following guidelines were developed to promote better communication with teachers and school personnel. This effort should encourage a more cooperative and coordinated team to help your child. These communications will establish the foundation for a working relationship, as well as demonstrate to the school that you are concerned, responsive, and willing to help.

Guidelines for Building a Positive Relationship with Teachers and School Personnel

1. At early signs of problems (such as deterioration in grades, complaints from the child, notes or calls from teachers), call the teacher for information. Respond to notes and calls as quickly as possible, and thank the teacher for notifying you.
2. Schedule a meeting with the teacher if you think your child needs special help. Notify the teacher in advance that you would like to meet or talk. This gives the teacher the opportunity to prepare in advance and schedule time.
3. Prepare for meetings or phone contacts by making a list of questions or concerns that you wish to discuss.
4. Solicit the teacher's ideas and recommendations and identify what role you can play at home. Thank the teacher for the help.
5. Present some of your own ideas and ask for the teacher's assistance in implementing them. Define clearly for the teacher what your individual roles would be and how you could help one another.
6. Emphasize the importance of a joint effort. Neither the parent nor the teacher should assume sole responsibility, although the parent usually plays the more active and significant role. Avoid the position that your child's school behavior is the school's responsibility.
7. Praise the teacher's efforts and provide positive feedback for helping your child.
8. Recognize the teacher's position (having many other children, having limited time with more responsibilities) and perspective on the situation, as well as your child's difficulties. Rather than blaming or taking sides, work toward a more effective solution.
9. Contact the teacher regularly (weekly, bimonthly, or as necessary) for an update on your child's progress and comment on some of the specific positive changes.

SESSION 5 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																