



Week 1

1. Practice the Positive Opposite!

Remember: What would you rather have your child *do*?

Avoid words like *stop*, *don't*, and *no*.

2. When you prompt, remember to do the following:

- Give your prompt close to the behavior.
- Use a calm tone of voice.
- Be specific. Tell your child what to do.

3. Begin observing *minding* and *not minding*.

4. Sit down with your child and agree on some rewards to use:

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

5. Write down problem behaviors you want to work on and the positive opposites of these problem behaviors:

Problem Behavior

Positive Opposite

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

SESSION 1 **Chart I**

Behaviors and Nonbehaviors

Running
Crying
Swearing
Fighting with other children
Having a bad attitude
Feeling bad

SESSION 1 **Chart II**

Problem Behaviors and Positive Opposites

Problem Behavior

1. Not minding
2. Yelling or throwing a tantrum when told "no"
3. Teasing
4. Fighting

Positive Behavior

1. Minding
2. Calmly accepting being told "no"
3. Talking nicely
4. Playing cooperatively

SESSION 1 **Chart III**

Prompting: Getting Behaviors to Happen

Be specific. What do you want your child to do?

Poor

"Pick up your toys."

"Be good." "Don't fool around."

Better

"Pick up your trucks and put them in the toy box."

"When you're on the school bus, remember to keep your hands to yourself and stay in your seat."

Be calm. Use a neutral tone in your voice and add the word *please* to set a nice tone and model good manners.

Poor

"Put your dish in the sink!

Better

"Please put your dish in the sink when you're done."

Be close. Go up to your child when you talk and make eye contact.

Poor

"Suzy, go tell your brother to hurry up with his shoes."

Better

"Johnny, please put your shoes on in the next minute or so, so I can help you with your coat?"

Give the reminder just before you want the behavior to happen.

Poor

Asking your child to put on his shoes 2 hours before you leave.

Better

Reminding your child right before you leave to put on his shoes

Never prompt by asking a question. You'll get an answer to your question instead of behavior.

Poor

"How many times do I have to tell you?"

"Is it a good idea to play so roughly with your toys?"

Good

"Johnny, please turn the TV off."

"Please roll the car more slowly on the ground or it will break."

Prompt for a behavior no more than twice. Three prompts for the same behavior is nagging. If your child is not doing the behavior you are asking for, then let it go or do it yourself for now. (We will work on having your child follow directions the first time he is asked in future sessions.) If the problem can be broken down into smaller parts, prompt for each part. For example, instead of asking your child to clean his room, you could ask for the bed to be made and the toys put away.

SESSION 1 **Chart IV**

Helpful Hints for Observing

1. It is not necessary to hover over the child or drop what you are doing when you observe. Rather, when you observe, make a special point of watching the child out of the corner of your eye.
2. When you are first practicing how to observe, try to avoid unnecessary interruptions like visitors and phone calls.
3. Try to observe with the same amount of time each day. If you are interrupted, note the actual number of minutes you spent observing that day.
4. Record a behavior only if you are certain of the behavior and only during your observation period. To avoid any confusion later, mark the chart immediately after the behavior.
5. Record a behavior as a minding behavior only if you have checked to make sure it was completed first.
6. Remember, record your child's compliant behavior as minding even if he wanted to do it.

SESSION 1 **Chart V**

Behaviors That Can and Cannot Be Recorded

While you are in the kitchen making dinner, you ask your child to get himself something to drink, and he does. (Yes)

Just before going to bed, you *sort of* remember your child hanging up his coat after you asked him to when you were supposed to be observing. (No)

You ask your child to clean up his room, and 15 minutes later your daughter tells you he did it. (No)

While you are watching TV, you ask your child to take his feet off the table and he does. (Yes)

SESSION 1 **Rewards List**

Pick vacation spot	Parent does chore
Pick weekend activity	Getting a ride somewhere
Go to a sports game	Go to park
Special lunch food	Trip to the mall
Special snacks	Go out for breakfast
Nintendo time	Amusement park
Get to buy lunch	Wear makeup
Bubble bath	Use hairspray
Soap paint	Go on a picnic
Sit in the front seat of the car	Call clinic to talk
Bedtime story	Toys (limit the money spent)
Leave room messy	Bicycle
Family plays a game	Books
Trip to recreation center	Games
Go to movies	Puzzles
Rent a video	Clothes
Buy special treat at movie	Tapes or CDs
Special sneakers	Skateboard
Grab bag	Rollerblades or skates
Video game tapes	Watch TV show alone
Going out for fast food	Hair accessories
Miniature golf	Playing a game with parent
Cooking activity with a parent	Special time with parent
Buying posters	Help parent with activity
Special outing	Decorating room
Extended bedtime	Eating out
Having a friend over	Having a sleepover
Pick favorite meal	Choose activity for the day
Being excused from a chore	Telephone privileges
Extra TV time	Doing nails
Gift certificate	Money
Sports equipment	Hobby items
Cards	Craft kits
Extra video game time	Breakfast in bed
Extra bedtime story	Leave radio on at night
Discovery zone	Magazines

SESSION 1 Weekly Observation Sheet

Name: _____ Week of: _____

Hours to Observe: _____

Days of the week										
Behavior: (-) Definition:										
Actual Hours Observed (please record if you changed the time of observation)										