



## Week 6

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1. Keep using the positive opposite! (Remember, what would you rather have your child do? Avoid words such as *stop*, *don't*, and *no*.)
2. When prompting, remember to:
  - Give the prompt close to the behavior.
  - Use a calm tone of voice.
  - Be specific; tell the child what to do.
3. When charting and praising, remember to:
  - Give points and praise immediately.
  - Be specific, close, and enthusiastic when praising.
  - Always touch your child when praising.
  - Never give a reward unless your child has done the behavior.
4. When attending and ignoring, remember to:
  - Ignore *all* instances of the negative behavior.
  - Praise or attend to *all* instances of the positive behavior.
  - *Never* begin attending to a negative behavior because you have finally had it.
5. When using shaping with your child's school or homework program, remember to:
  - Praise any attempt at homework.
  - Have the child role-play any situation where you are looking for improvement; then praise the child for practicing.
  - Always praise your child for behavior beyond your expectations. (Remember, you are shaping, so don't expect perfection.)

## SESSION 6 Program Review Checklist

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Directions: This checklist is a brief review of your behavior over the past few weeks. Answer in this manner: I *always* did this (A); I *usually* did this but not always (U); *sometimes* I did this but not often (S); or I *never* did it this way (N).

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Did I remember to praise the child when he acted appropriately?                           | A | U | S | N |
| 2. Did I praise him each time?   | A | U | S | N |
| 3. Did I praise him right away?  | A | U | S | N |
| 4. Did I praise him for work well done when the points were awarded?                         | A | U | S | N |
| 5. Was my praise genuine and sincere?  | A | U | S | N |
| 6. Did I check his chores when they were done?   | A | U | S | N |
| 7. Did I check the chores in a pleasant manner?  | A | U | S | N |
| 8. Did I point out the parts of a poor chore performance in a calm, matter-of-fact manner?   | A | U | S | N |
| 9. Was the evening point/stickers totaling held every day?                                   | A | U | S | N |
| 10. Was I sure rewards were immediately available?   | A | U | S | N |
| 11. Did I keep the point sheet in a place where both I and the child could see it?           | A | U | S | N |
| 12. Did I keep the point sheet up to date?   | A | U | S | N |
| 13. Were the behaviors for which time out was used clearly understood by everyone concerned? | A | U | S | N |
| 14. Did I use time out each time the child behaved in the way described on the sheet?        | A | U | S | N |
| 15. Did I set the time for the correct amount of time when the child went into time out?     | A | U | S | N |
| 16. Did I remain calm and not debate with the child about going to time out?                 | A | U | S | N |
| 17. Did I keep calm while sending my child to time out?                                      | A | U | S | N |
| 18. Did I use time out each time and not just threaten to use it?                            | A | U | S | N |
| 19. Did I remember not to nag or bring up the misbehavior after time out?                    | A | U | S | N |
| 20. Did I use time out only for the behavior specified?                                      | A | U | S | N |

1. In filling out this checklist, were you reminded of anything you might do better? \_\_\_\_\_

If yes, what? \_\_\_\_\_

\_\_\_\_\_

3. What behaviors do you feel should be added to the point or time out programs?

\_\_\_\_\_

\_\_\_\_\_

## SESSION 6 **Review of Techniques**

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*Defining:* Describing clearly and specifically what a behavior involves.

Useful for: Making sure you and your child are clear and agree as to what exactly the behavior is.

Important Points: The definition of a behavior should always include what can be seen or heard.

2. Were there any major problems you had in running programs over the past week?

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*Observing:* Watching and listening carefully to see how many times the behavior happens.

Useful for: Knowing how many times a behavior happens so that when we work on changing it we can see if the program is working.

Important Points: Observe for a limited amount of time (1–2 hours) each day.

*Positive Opposite:* Giving the child a positive behavior to do instead of the negative behavior he is doing.

Useful for: Developing positive reinforcement programs.

Important Points: Telling the child what to do instead of what not to do.

*Positive Reinforcement:* Following a positive behavior with a reward or reinforcer so that it happens more frequently.

Useful for: Increasing a desired behavior (positive opposite) and decreasing a problem behavior.

Important Points: If a reinforcer is effective, it increases behavior. A reinforcer must occur immediately after the behavior, and it must occur every time the behavior occurs. The reinforcer should occur only after all the behavior is completed.

*Point Program:* A type of positive reinforcement program where the child earns points for performing a positive behavior, which the child can exchange for rewards.

Useful for: Increasing a desired behavior or establishing a new behavior.

Important points: Explain the chart in detail to the child. Give the points and praise right after the behavior, and go over the chart at the end of each day. Have the rewards available.

*Praise:* A social reinforcer where a child receives your attention and approval following a positive behavior.

Useful for: Increasing and maintaining a positive behavior.

Important Points: When praising, be sure to be close, specific, and enthusiastic and to touch. Also, the praise should be immediate.

*Attending:* A form of positive reinforcement where a desired behavior is noticed and given attention by looking at the child, talking to him, hugging him, and expressing approval.

Useful for: Increasing cooperative behaviors.

Important Points: Decide on what type of attention to use and use it immediately after the positive behavior.

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## SESSION 6 **Review of Techniques**

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**Planned Ignoring:** A form of mild punishment where an undesirable behavior is not given any attention.

Useful for: Decreasing minor but annoying behaviors, such as whining, complaining, inability to play alone, noisiness, pouting, bickering with siblings, and crying.

Important Points: Set goals of when to start ignoring, and decide what kind of planned ignoring to use (walk away, look away, talk to someone else, or turn away). Do not talk to your child about ignoring the behavior; just ignore it. Make sure you attend to the positive opposite behavior.

**Time Out:** A mild but effective form of punishment where the child is told to sit in a boring place for 5 minutes immediately after the negative behavior.

Useful for: Decreasing negative behaviors.

Important Points: Explain how time out will work before you use it. Give the time out immediately after the behavior occurs. Praise your child if he goes right away. If he refuses to go, then add minutes (up to 8 minutes), after which you give the choice of either sitting in time out or losing a privilege. Be sure to continue to praise the positive opposite behavior.

**Shaping:** The process of teaching a new behavior by gradually reinforcing small steps toward that behavior.

Useful for: Developing either a behavior your child has never done before or a complex behavior.

Important Points: Define the beginning behavior and the goal behavior in exact terms. Reinforce the beginning behavior until it occurs consistently. Once it is occurring consistently, add another step. Do not reinforce if your child does not equal or better the previous attempt. Reinforce any small improvement. Once the goal behavior has been reached, reinforce every instance of the behavior until it occurs consistently.

**School or Home Based:** A shaping program where the child receives points at home for a positive behavior monitored by the teacher at school.

Useful for: Increasing positive behaviors at school by starting off with a particular time of the day or part of a behavior.

Important Points: Contact the teacher to discuss your child's behavior at school and to get input about a behavior to work on. Set up a checklist sheet where the teacher can check off how your child did with respect to the positive behavior. The positive behavior should be for a limited amount of time or part of a more complex behavior. Over time, as the behavior becomes more consistent, you may increase the requirement. Set up a point program at home to reward your child according to how he did on the sheet sent home from the teacher. Explain the program to your child and review the sheet every day after school. You may also give points for bringing the sheet home.

### ***Before 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.

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## SESSION 6 **Review of Techniques**

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*(continued)*

3. Decide on 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.

*Positive Interventions*

Point program

Praise

Attending

Shaping

School program

*Negative Interventions*

Time out

Planned ignoring

## SESSION 6 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 6 **School Program**

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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

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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 6 **Card 1**

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Your child always leaves his toys around.

SESSION 6 **Card 2**

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Your child never goes to bed on time  
and is always grumpy in the morning. You  
are sick of arguing with him in the morning.

SESSION 6 **Card 3**

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Your child refuses to change his clothes  
or take a bath each day.