

Parent Handout  
**Parenting Practices Interview**

Date: \_\_/\_\_/\_\_ Therapist: \_\_\_\_\_ Family: \_\_\_\_\_

A. Caretaking of Child

1. On an average school day (i.e., Monday through Friday), who is the primary caretaker for your child, starting from the time he/she gets up in the morning until the time he/she goes to bed?

Record response here: Before School \_\_\_\_\_

Afternoon \_\_\_\_\_

Evening \_\_\_\_\_

Time child usually wakes up/parent gets child up: \_\_\_\_\_

Time child in bed \_\_\_\_\_

Time child falls asleep \_\_\_\_\_

2. On an average weekend day (i.e., Saturday or Sunday), who is the primary caretaker for your child?

Record response here: Morning \_\_\_\_\_

Afternoon \_\_\_\_\_

Evening \_\_\_\_\_

Time child usually wakes up/parent gets child up: \_\_\_\_\_

Time child in bed \_\_\_\_\_

Time child falls asleep \_\_\_\_\_

B. General Impressions of Parent-Child Relationship

Describe the relationship between you and your child . . .

NOTE TO CLINICIAN: Ask follow-up questions as appropriate. Please note any follow-up questions and answers.

1. Mother-Child

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





6. Where does your child serve a time out (i.e., what location in the house)?

7. How long does your child have to stay in time out?

8. What happens if your child won't stay in his/her time out place?

9. What if your child yells at you during time out?

10. What do other family members do when your child is in time out?

11. Do you give your child time outs when you are out together away from home?

yes    no

12. How often does each of you put your child in time out?

<u>Mother</u>	<u>Father</u>
several times a day	several times a day
once a day	once a day
a few times a week	a few times a week
once a week	once a week
once every few weeks	once every few weeks
a few times a year	a few times a year
once a year	once a year
never	never

13. Notes

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b. Grounding/Loss of privileges

1. At present, do you ever take things or privileges away from your child because they misbehaved?    yes    no

2. Does taking away things/privileges work with your child?  
yes    sometimes    no

3. For what child behaviors do you take away things/privileges from your child?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_







What would you say or do if . . .

1. Your child hit another child

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

2. Your child didn't do what you ask him/her to do

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

3. Your child swore

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

4. Your child made a mess in the house

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

5. Your child didn't come home on time

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

6. Your child got a bad report card

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

7. Your child took something that didn't belong to her/him

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

8. Your child had a temper tantrum

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

9. Your child interrupted you while you were on the phone or talking with another adult

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

10. Your child was whining

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

11. Your child teased a sibling

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

12. Your child wouldn't get dressed for school and you were late

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

13. Your child wouldn't get ready for bed

<u>Mother</u>	<u>Father</u>	<u>Couple</u>
_____	_____	_____
_____	_____	_____

14. Notes

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G. Rewards: Home

1. Are you currently using a star chart or point system with your child for behavior at home? yes    no

If "no" to 1 . . .

2. Have you ever used such a system with your child? yes    no

If "yes" to either 1 or 2 . . .

3. Do you feel such a system is effective with your child?  
yes    sometimes    no

If "yes" to 1 or 2 . . .

4. In your current/most recent (circle one) system, what must your child do (or what did your child have to do) to get a point or a star?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. Does/did your child get something after receiving a certain number of points or stars?  
yes    no

6. What do/did they get

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

7. Do you have an allowance system for your child? yes    no

8. How much money do they get each week? \_\_\_\_\_

9. What do they need to do to get their allowance?

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10. Notes

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H. Sources of Parenting Knowledge

1. Have you ever taken a group parent training course or had parenting counseling (i.e., individual parent training)?

Mother

group individual both neither

Father

group individual both neither

If 1 answered as anything other than "neither" . . .

2. How many times did you attend?

3. How long ago was the training?  
\_\_\_\_\_

4. Did you attend the training together?

5. What did you talk about in the parent training?  
\_\_\_\_\_  
\_\_\_\_\_

6. Did you attend the training because of concerns about your child?      yes      no

If "no" to 4. . .

7. Why did you attend the class/training?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Where have you learned the most about how to be a parent?

NOTE TO CLINICIAN: Circle top three answers, noting most important.

- from parents
- from relatives
- from friends
- from my religion
- from professionals
- from group or individual parent training classes
- from other classes (e.g., college courses, high school classes)
- from support groups (which) \_\_\_\_\_
- from books (which) \_\_\_\_\_
- from TV
- from experience
- other (list) \_\_\_\_\_

9. In general, are you raising your child/children in a similar way to how you were raised?

Mother

- Much the same
- Somewhat similar
- Somewhat different
- Much different

Father

- Much the same
- Somewhat similar
- Somewhat different
- Much different

10. In what ways are raising your child/children in the same way as you were raised?

a. Mother

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b. Father

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11. In what ways are raising your child/children in a different way than you were raised?

a. Mother

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b. Father

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## Parent Handout

**Possible Rewards List**

<u>Reward</u>	<u>Likely Frequency</u>
Snacks	D
Staying up beyond bedtime	D
visiting friend's house	D, W
having friend come over	D, W
bike riding	D, W
allowance	D, W
going fishing	W
going shopping	W
skating	D, W
going to the movies	W
special activity with mom or dad	D, W
earn day off from chores	D, W
going to the park	W
getting ice cream	W
bowling, miniature golf	W
game of choice with parent/family	D, W
going to the mall	W
having story read to	D
choosing radio station in car	D
selecting something special at the store	W
making popcorn	W
having friend over to spend night	W
going to friend's to spend night	W
television time	D, W (for Sat/Sun shows)
computer time	D,W
video game time	D at home, W at mall
listening to radio/stereo/IPOD/MP3	D, W (for Sat/Sun)
playing outside	D, W (for Sat/Sun)
extra bathtub time	D
educational games on computer	D
talking on phone relatives)	D (for friends), W (for long distance calls to
choosing family TV show	D
choosing family movie	W
renting movie video	W
access to the car for teens	W
access to cell phone for teens	D,W
staying out ½ hr. past curfew for teens	D,W
going to MacDonald's with parent and/or family	W
taped TV shows	W
points exchanged for weekend privileges	D, W

D=Daily; W=WEEKLY

**Note:** Older children could save over weeks to get a monthly reward as long as visuals (e.g., pieces of picture activity) are used; e.g., camping trip with parent, trip to baseball game, purchase of nintendo cartridge.

Parent Handout  
Child Reward Form

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Daily Rewards:

70-79% Positive

80-89% Positive

90-100% Positive

Weekly Rewards:

## Therapist form

To the therapist: The ABC chart is something that you will introduce and add to in each of the first several Parent Training Sessions. The completed chart will look like the chart below. You should bring the ABC chart to every Session so that you can add to it as you go along. The purpose of the ABC chart is to teach the principles of social learning theory in the context of teaching the actual techniques.

**ABC CHART**

<u>Antecedents</u>	<u>Behavior</u>	<u>Consequences</u>
Commands	Compliance	Reinforcement
Rules–pre-specified	Playing Independently	Positive Attention
Chores–pre-specified	Positive Peer Play	Praise
Expectations–pre-specified	etc.	Premack reward
		Tokens
		Tangible Rewards
		Punishment
		Time-out
		Reprimand
		Extinction
		Ignoring
		Response cost

## Parent Handout

**Attending in “Special Playtime”**

The purpose of Special Playtime is to create a regular time every day (or at least 5 days a week) for your child to practice good, independent, play behavior and for you to practice Attending skills with your child. By Attending to your child while he plays for a few minutes every day, this will increase your child’s Compliance and positive behavior, will get him accustomed to hearing you do Attending with him, and will help to improve the extent to which you and your child enjoy being together. Later, you will be able to use your all important attention (Attending skills) as a reward for specific, positive target behaviors (like “Following Directions”) that your child needs to improve.

## Setting Up “Special Time”

- 1). To start “Special Time”, set aside 15 minutes per day (for about 5 days a week at first) for you and your child to spend together.
- 2). Ask your child what he would like to play. The child is to choose the activity, within reason. However, the activity should be one that the child can do alone while you watch and Attend. Watching TV or playing videogames is not a good “Special Time” activity.
- 3). Get down on the floor (or sit) by your child and Attend while he is playing. Remember, Attending statements are statements that describe out loud whatever (good) behavior your child is doing. It is something like a sportscaster describing the plays of a baseball or football game out loud over the radio. Attending statements usually start with “You are....”, or “It is.....”. For example, “You are making something with the leggos. You’re putting all the long blue leggos on top of each other. It is a wall. It is getting taller and taller”. Most children really enjoy this intensive attention from a parent.
- 4). Remember, ASK NO QUESTIONS AND GIVE NO INSTRUCTIONS during “Special Time”. In addition, for now, GIVE NO PRAISE STATEMENTS either. We just want your child to get used to Attending the first week of “Special Time”. (Later, we will add Praise statements to “Special Time”).
- 5). If there are two parents in the family, each parent should do a separate, daily “Special Time” with the child if possible. If there are siblings, “Special Time” with the target child should be done at a time when siblings are doing something else. Siblings should not be involved in the target child’s “Special Time”. (Parents may certainly do a separate “Special Time” with siblings if they wish).
- 6). If your child begins to misbehave during “Special Time”, simply turn away and look elsewhere for a few moments and stop Attending. When the misbehavior stops, then turn back toward your child and start Attending again. If the misbehavior continues, then tell your child that “Special Playtime” is over and leave the room. Tell your child you will play later when he can behave nicely. If the child becomes extremely disruptive, destructive, or abusive during “Special Playtime” discipline your child as your might normally do, or do whatever your therapist discussed with you in the last session.
- 7) Try to relax and enjoy your child during this time together. Part of the reason for doing “Special Time” is to reverse some of the bad feelings that often arise in families with a child who has a disruptive behavior problem and to help parent and child have a way to enjoy each other again.

8) Each parent should spend about 15 minutes a day with the child in “Special Time”. Try to do this at least five times in a week. After the first two weeks, try to have this “Special Time” at least 3-4 times per week. You should continue with “Special Time” indefinitely.

## Parent Handout

**Adding Rewards and Ignoring to Special Time**

Now that you have spent one week practicing Attending during “Special Time” with your child, it is time to add Rewarding and Ignoring to “Special Time” practice. That is, during “Special Time” in addition to Attending, you should also use Rewards while watching your child’s good play behavior. There are two types of Rewards: Verbal Rewards and Physical Rewards:

**Verbal Rewards**

Labeled Verbal Rewards. These are praise statements that say out loud exactly what the child did that was good. For example, “You did a good job of taking your dishes over to the sink like I asked you to”; “Thank you very much for feeding the cat like I asked you to”; “I like the way you put a window in that wall on your leggo house”.

Unlabeled Verbal Rewards. These are praise statements that tell the child he did something well, but are not very specific. For example, “Good job!”; “Great!”; “I like that!”; “Thank you”.

**Physical Rewards**

These are physical gestures that convey appreciation or approval. For example, a hug, a pat on the back, an arm around the shoulder, a kiss. All of these let the child know that you are noticing him.

**Ignoring**

In addition to adding Rewards into Special Time with your child, you can continue to practice **Ignoring** when misbehavior occurs during Special Time. Ignoring means truly ignoring: No talking, eye contact, eye rolling, nor any other gestures that show attention to the bad behavior. Remember that your child’s misbehavior may actually escalate (get worse) with ignoring before it gets better. This is to be expected. However, it is very important that you keep ignoring even while the behavior is getting worse. Of course, you can’t ignore behavior that is aggressive or destructive. If those behaviors occur, stop them in the way that was discussed in the session.

Continue to have daily 15 minute “Special Times” with your child. Now, you will be doing Attending and Rewarding to his good behavior during “Special Time” and Ignoring when he misbehaves during “Special Time”. For serious misbehavior that cannot be ignored, stop the misbehavior and/or terminate the “Special Time” session until a later time.

## Parent Handout

**Catch Your Child Being Good**

The purpose of “Catch Your Child Being Good” is to help you extend the use of Attending and Rewarding skills to your child’s good behavior all throughout the day and not just at “Special Time”. Children are used to their parents standing and scolding them for a minute or two for their bad behavior, but parents often don’t stand and pay positive attention to their children when they are good. Children with disruptive behavior problems especially need this positive attention for good behavior because it is harder for them to learn what their parents want them to do.

In this homework assignment, try to think of two good behaviors that you would like to see your child do more often. These might be two good behaviors that are the opposite of two bad behaviors he is currently doing. Write the two good behaviors down here:

1. \_\_\_\_\_

2. \_\_\_\_\_

Whenever your “Catch Your Child Being Good” (that is, whenever you catch him doing these two behaviors), stand in the room with him and do Attending and Rewarding for a minute or two while he is doing the good behavior. In this way, your child will come to learn that you appreciate his spontaneous good behavior (that is, the things he does without being told) and not just the things that you tell him to do. He will start to do those things more often as a result of you giving him this positive attention when he does.

This will only take you a minute or two when you “Catch Your Child Being Good”. Remember, you probably spend more time than that now scolding him when you catch his bad behavior. By making it a habit to “Catch Your Child Being Good”, you will find that you have to spend less time scolding him for bad behavior.

Continue to do 15 minute “Special Time” sessions with your child this week. In addition, work on “Catching Your Child Being Good”.

# Parent Handout

## Rewarding Children for Independent Activity While Parents Are Busy

One of the special problem areas for the disruptive child, especially children who have ADHD, is occupying themselves independently for an appropriate amount of time while their parents are busy with other things. In this week’s homework assignment, you will help your child learn to do this by setting up some special “Parent is Busy” episodes, helping your child get started in some independent activity before you get busy, and then rewarding him for staying on task while you are busy.

### Steps for Setting Up a “Parent Busy” episode

- 1). Prior to the parent starting his or her own activity (such as cooking dinner, talking on the phone, etc.), the parent should get the child set up and started on some activity that the child can do for the same amount of time.
- 2). The parent should clearly communicate the expectation that the child should stay busy with this activity while the parent is busy. The parent should also communicate to the child what the reinforcer will be if the child does not bother the parent while the parent is busy. That is, specify some special activity reward or other reward that the child will receive if the child does not interrupt the parent while she is busy.
- 3). Every two or three minutes, the parent should look up from his or her own activity and briefly Attend and Reward the child while he engages in his independent activity.
- 4). At the end of the child’s activity, if the child has not bothered or interrupted the parent, the parent should give the child his reward.

Activity Rewards or other rewards I can use with my child:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Parent Busy Projects I will do with my child this week:

e.g., “While I am Cooking Dinner on Monday”

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How often I will Attend and Reward if my child does not bother me:

Every 1 2 3 4 5 minutes (Circle one)

Be sure and continue with “Catch Your Child Being Good” as well as with Special Time. Special Time can now be cut back to 3 or 4 times per week if you and your child wish, since positive attention is also being given on other occasions now.

## Parent Handout

**Giving Good Instructions to Your Children**

There are certain types of instructions that make it more likely that children will not comply. If parents change their use of these "Bad Instructions" they will likely see improvements in their child's compliance. In addition, we will soon be talking about punishment procedures to use when your child does not follow instructions. You will want to be sure that you are giving good, effective instructions before you apply a punishment procedure to your child. The following is a list of "Bad Instructions":

**BAD INSTRUCTIONS**

1. Buried Instructions. Too much talking or explaining after giving an instruction. With disruptive children, commands should be followed by 10 seconds of silence so that the instruction is in the forefront of the child's attention.

2. Chain Instructions. Chaining too many instructions together all at once. Disruptive children often have difficulty paying attention to or remembering too many instructions at once.

3. Question Instructions. Stating the instruction in the form of question. Technically, the child has the right to say "No" since you are only asking a question.

4. Repeated Instructions. Repeating the same instruction over and over again instead of getting to a limit.

5. Vague Instructions. Instructions that are not specific. They do not state exactly what it is you want done.

6. Let's....Instructions. Beginning an instruction with the word "Let's". The child thinks you are going to help him and then gets angry when you don't.

**GOOD INSTRUCTIONS**

Good Instructions are instructions that children are most likely to obey. The characteristics of good instructions are that they are:

1. Direct and specific
2. Stated in direct form
3. Only one or two at a time
4. Followed by 10 seconds of silence.

**ADDITIONAL CONSIDERATIONS**

1. Don't give an instruction if you are not willing to follow through with a punishment procedure if the child does not comply.

2. Don't give an instruction that the child does not have the skill or capacity to complete. If the task is one that exceeds the child's attention span, don't give that instruction, or break the task down into smaller steps that can be accomplished gradually with breaks in between.

3. Respect the child's ongoing activities. Don't give him an instruction if he is in the middle of something that you have given him permission to do. Wait till that activity is completed.

4. Make sure that you have the child's attention when you give the instruction. Establish eye contact and have him repeat the instruction back to you if necessary. Don't yell instructions from another room or when there are many distractions.

5. Show respect for your child. Use a pleasant (not hostile or sarcastic) tone of voice.

## Parent Handout

**BEHAVIOR RULES**

Behavior Rules are used for helping children learn to do or not do certain behaviors without having to be told every time. For example, we don't want to have to tell children to stop hitting their brothers and sisters every time; we want them to learn to inhibit this behavior without having to be told. As such, Behavior Rules are for behaviors that we want children to learn to self-control.

Examples of House Rules in many families of disruptive children are: No Hitting, No Cursing, No Name Calling, No Breaking or Destroying Things. You can probably think of other misbehaviors that you would like your child to learn to self-control. If so, think of a Behavior Rule that refers to that behavior.

The idea behind Behavior Rules is that whenever the child violates the rule he has an **immediate Time-Out or other punishment procedure**. No Stop commands or Warnings are given. The child is simply sent immediately to Time-Out (or loses a point or privilege) with a statement, "Since you hit your brother and that is against our Behavior Rules you have to go to Time-Out now." Since he has immediate consequences for misbehavior (i.e. no warnings or "chances") the child learns quickly not to do the behavior.

We have not yet taught you how to use a Time-Out procedure nor other punishment procedures. That will be coming up in sessions soon. Until then, you can begin to help your child learn self-control by setting up "Behavior Rules" in your home. Do this by :

- 1) Think of two or three (no more than three) behaviors that you would like your child to learn to stop doing without having to be told every time.
- 2) Put those behaviors in the form of a Rule
- 3) Write the Rules on a piece of paper and place the paper in a prominent place where everyone can see it (e.g. on the refrigerator door).
- 4) Tell your child that these are Behavior Rules. They are in effect everywhere in the house all the time. Tell your child that for a week you will tell him every time he violates the rules so that he has a chance to learn the rules. After a week, he will have a punishment every time he breaks the rules.
- 5) For one week, monitor your child carefully. Every time he breaks a rule, label this for him. For example you might say, "Johnny, you just called your brother a name. That is against our Behavior Rules."

Once you learn how to use a punishment procedure, you will want to give your child a Time-Out every time he breaks one of the Behavior Rules. In this way he will learn self-control over his misbehavior.

After your child has learned to follow the first two or three Behavior Rules, you can add one or two additional rules. The main principal for all Behavior Rules is that whenever they are violated there would be an immediate punishment.

## Parent Handout

**Quiz**

Write "OK" next to those commands that are consistent with the rules for good instructions. Modify those that are bad, and indicate what is wrong with them.

- 1) I want you to pick up the Leggos, please.
- 2) Don't touch that! It belonged to my grandmother and it's been in the family for years. I would be so upset if something happened to it.
- 3) Fred, go clean up the garage! And don't come back inside until it's clean!
- 4) Put all your puzzles on the closet shelves.
- 5) Ronnie, how many times do I have to tell you! Don't jump on the bed! Get down! Now! I mean it! Get off that bed! I'm warning you . . .!
- 6) Sarah, let's get started on that homework.
- 7) Yelled from the kitchen: Carl! Start cleaning up your room. I've got to finish these dishes!
- 8) Jennie, please put your clothes in your room and take the trash out. Then take these magazines out to the garage. And while your down there, why don't you clean out the rabbit's cage?
- 9) Now cut that out!
- 10) Howard, do you want to help me out by setting the table? Dinner's almost ready.
- 11) Reggie, I could really use your help with the trash.
- 12) Ginger, would you pleeeeeeeze pick up your room?
- 13) Lucy, how many times do I have to tell you, don't run in the house?!
- 14) Would you guys mind quieting down, so we can hear the TV?
- 15) If you don't start behaving, I'm going to drop you off at the police station!
- 16) Behave yourself while I'm gone.
- 17) If you're not out of bed in one minute, you'll have to miss breakfast.
- 18) Grandma's coming over. Make your bed and hang up your coat.
- 19) Do you want a time out?!
- 20) Put your clothes and shoes on so we can leave in 10 minutes.
- 21) Clean up your room, Todd. Grandma's coming over and you know how she always looks in your room . . .
- 22) Jeff, why don't you sit over there?

## Parent Handout

**PUNISHMENT CONCEPTS****Why You Should Minimize Use of Severe Punishment (like Physical Punishment or Severe Verbal Punishment)**

1. **People usually avoid those who punish us.** No one likes to be hit or criticized. So you try to stay away from people who might hit you or criticize you. If you severely punish your child a great deal, he or she will probably try to avoid you.
2. **If you punish your child a great deal, you are showing your child how to punish others.** Children who are severely punished a great deal are often aggressive with other children. They may grow up to be aggressive adults.
3. **Excessive use of punishment may erode your child's self-esteem.**

So, usually you should try to control your children's behavior with rewards, instead of punishment. There are some times, however, when the use of punishment is necessary.

**When You May Have To Use Moderate Punishment**

1. **When the problem behavior may cause the child to hurt him or herself or others.**  
Example: You don't want to stand around and watch your child play with fire until he or she "learns their lesson." Instead, you may have to use punishment to stop this behavior, before your child gets burned.
2. **When your rewards don't work because other stronger rewards cause the problem behavior.** Example: Your child does not come home from school until after dark. You cannot control the rewards he gets on the way home (playing with other children, etc.), so you make a rule. "For every minute after such and such a time you are late, you go to bed 5 minutes earlier."
3. **When noncompliance continues at high rates even after rewards have been instituted for compliance.**

**Rules for "Good Punishment"**

1. **Good punishment is given immediately.** If you wait an hour to punish your child for hitting his brother, he may think he's getting punished for something else he did in the meantime. He may never learn that he's not supposed to hit his brother.
2. **Good punishment is carried out in a calm, matter-of-fact way.** If you get angry while you punish your child, you are likely to cause your child to resent you and hate you for the moment.
3. **Good punishment does not "give in."** Rewards should never be given for behaviors you want to stop. Example: You want your children to stop throwing tantrums when they don't get their way. Usually you ignore them for doing this. But sometimes you give in and give them what they want; this rewards them for throwing tantrums. So they will continue to tantrum, hoping that sometimes they'll get you to give in. If you really want them to stop the tantrums, punish every time this happens. This behavior will stop much faster than if you punish them sometimes and reward other times.

4. **Good punishment uses a warning signal.** If you must use punishment, give a warning signal first. Soon the warning will be enough to make your child stop misbehaving.
5. **Good punishment is brief.** Long lectures often reduce the effectiveness of punishment. Keep your statements specific and short. Also try to avoid using lengthy grounding.
6. **Good punishment is given along with rewards for other behaviors.** If you reward your children a great deal, they will learn that they don't have to misbehave to get your attention. They can get your attention when they behave.

Parent Handout

**TIME OUT WORKSHEET**

1. List of behaviors that will result in Time Out:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Number of warnings before Time Out is given: \_\_\_\_\_
3. Location of Time Out: \_\_\_\_\_
4. Length of Time Out: \_\_\_\_\_  
    Initial length: \_\_\_\_\_  
    Maximum length: \_\_\_\_\_
5. Rules in Time Out: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Type of timer to be used: \_\_\_\_\_
7. Consequences for failure to take a Time Out, or failure to follow rules in Time Out: \_\_\_\_\_  
\_\_\_\_\_
8. Remember that your child is "off limits" to all family members during Time Out. Do not engage in conversation with your child about whether or not they should have a Time Out, how long it should be, whether they enjoy Time Outs or not, whether Time Out is just a game, etc.

Parent Handout

**Reinforcement Survey**

This survey should be completed by parents and children together. Potential rewards can be selected from this list for the token program. Be sure to identify activities/things that could serve as daily and weekly rewards. Try to identify 5 daily and 5 weekly activities/things for each category.

Activities child likes to do at home:

Places child likes to go outside of home:

Activities child likes to do outside of home:

People child likes to spend time with:

Things child does not currently own but would like to have:

Child's favorite food or drink:

Parent Handout

**List of Potential Reinforcers**

**Daily:**

High interest activities/rewards  
Special time with parent  
TV/Nintendo time  
Art/drawing materials  
Staying up 15-30 minutes past bedtime  
Helping plan/prepare favorite snack or meal  
Telephone time to call friend  
Choose dessert  
Ride bike  
Being read to

Low interest activities (available if high interest activities/rewards are not earned):

Draw with pencil and paper  
Read a book (no comics or nintendo magazines)

**Weekly**

Dinner or lunch at a restaurant  
Trip to the park  
Go to a video arcade  
Video rental  
See movie in theater  
Attending sporting event  
Have friend over for an overnight  
Earning out of doing a chore  
Special clothes  
Small toys/sports equipment  
Music: tapes, CD's  
Going shopping/to the mall

Parent Handout

NAME: \_\_\_\_\_

**Token Economy Worksheet**

<p><b>TARGET BEHAVIOR</b> State the behavior that you <u>want your child to exhibit in positive terms</u>. BE CLEAR AND SPECIFIC</p>	<p><b>WHEN BEHAVIOR WILL BE OBSERVED</b> State exact times that you will monitor including AM and/or PM</p>	<p><b>AMOUNT OF TOKENS TO BE EARNED FOR DOING THIS TARGET</b></p>
<p>1. _____ _____ _____ _____</p>	<p>_____ _____ _____</p>	<p>_____</p>
<p>2. _____ _____ _____ _____</p>	<p>_____ _____ _____</p>	<p>_____</p>
<p>3. _____ _____ _____ _____</p>	<p>_____ _____ _____</p>	<p>_____</p>

When will token checks occur: \_\_\_\_\_

Types of tokens to use are: \_\_\_\_\_

(If using physical tokens) The tokens will be obtained: \_\_\_\_\_

(If using physical tokens) The tokens will be stored: \_\_\_\_\_

Kind of chart or record keeping system to use: \_\_\_\_\_

What happens if a token or reward is not earned: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Parent Handout

**RULES FOR THE USE OF POSITIVE REINFORCEMENT**

1. A positive reinforcer follows a behavior and is contingent on that behavior, i.e., the behavior must occur before the reinforcer is given.
2. A positive reinforcer makes it more likely that the behavior it follows will occur again.
3. A positive reinforcer can be social, such as praise; material, such as money, a trinket, a baseball card, or it can be an activity, such as going for ice cream, going to the batting cages, etc.
4. In order to be most effective positive reinforcement should be given immediately after a behavior.
5. Positive reinforcement must be consistent when a behavior is being learned. Consistency means that, as nearly as possible, every time a child shows the desired behavior a reinforcer should be given.
6. After a behavior is seen regularly, positive reinforcement should be given intermittently. The child does not know when he will be reinforced, so he must continue to perform the appropriate behavior in anticipation of a reinforcement.
7. A reinforcement system should be started before or at approximately the same time as a punishment system. When reinforcement of a new, desirable behavior is started, the undesirable behavior must either be ignored or punished and the new behavior praised or otherwise reinforced.
8. A reinforcement menu, with choices, is useful. Children are allowed to pick from a list of possibilities the things they would like to have if they successfully show a behavior. Some examples are: Pizza for dinner or a favorite cereal for breakfast, baseball cards, or a movie rental. Having several choices prevents boredom.
9. Activity reinforcers are important. If Bill finishes his homework, he can go out to play. If Sally cleans her room, she can call a friend. Use of privileges as reinforcers is sometimes called Grandma's Law--"First you do what I want you to do, then you can do what you want to do. First you work, then you play." "You can go out to play now, if you do your homework later" is NOT Grandma's Law because the reinforcer comes first.
10. Follow through is important. If a child earns a reinforcer he should be given that reinforcer. Don't say "John, you may watch television when your homework is done", but change your mind because John didn't hang up his coat.
11. Whatever is chosen as a reinforcer should be difficult to get without earning it. If Joe does not want to work for baseball cards because Bob gives him cards regularly, then baseball cards are not useful as a reinforcer to build new behavior. If access is not limited, then an item or privilege cannot be used as an effective reinforcer.
12. What is reinforcing for one child may not be reinforcing to another. Ask the child what s/he is willing to work for.
13. The power of reinforcers often fades, therefore, reinforcers may need to be changed often.
14. If a child says, "I don't want anything" and a parent can't find a reinforcer, they should evaluate what they are already giving their child. Often parents provide large quantities of material goods and activities, so a child may not want to work for more. Even though it may be

painful for a parent, it may be necessary to require the child to earn something that he earlier was not required to earn.

Parent Handout

Example of behaviors and rewards

Behavior (10 points each)	M	T	W	T	F
---------------------------	---	---	---	---	---

Out of bed by 6:45

Dressed by 7:00

Backpack ready by 7:20

Total for Day

Weekly total \_\_\_\_\_

Daily Rewards

outside play: 10 pts/15 min.

8:30 bedtime: 30 pts

television time: 10 pts/30 min.

Weekly Rewards

Happy Meal: 100 pts

Trip to the park: 100 pts/1 hour

Water play: 50 points/half hour

Parent Handout

**Token Economy Chart**

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Behaviors/Chores (earn points)							
1							
2							
3							
4							
5 DRC points							
Inappropriate behaviors (lose points)							
1							
2							
3							
4							
Points earned							
Points lost							
Total points							

Points spent today							
--------------------	--	--	--	--	--	--	--

Reward earned today							
---------------------	--	--	--	--	--	--	--

Weekend points available (equal to sum of daily point totals) \_\_\_\_\_

Weekend reward

Parent Handout

Name: \_\_\_\_\_

**TOKEN ECONOMY REWARD LIST**

**DAILY REWARDS**  
(Activities, Privileges, Toys, Food)

**CRITERIA**  
(Number of tokens, points, or stickers needed to earn the reward)

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**WEEKLY REWARDS**

**CRITERIA**

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**MONTHLY REWARDS**

**CRITERIA**

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Parent Handout

Behaviors for which I will use attending and rewarding:

Behaviors for which I will use activities, natural consequences, or privileges:

Behavior	Possible Natural/Activity Consequence
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Behaviors for which I will use tokens (e.g., points, tickets, stars):

Behaviors for which I will use allowance: (note: It is not necessary to provide an allowance.)

Behaviors for which I would consider a reward that involves financial commitment:

Parent Handout

**RESPONSE COST HANDOUT**

For what behaviors will you implement response cost this week?

**Target Behaviors**

**Fine/penalty**

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Procedure for implementing response cost (e.g., go to chart and write down the fine; OR say "go get me one of your chips"; OR "you lost 15 minutes off of your TV time tonight."):

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Limit on costs (e.g., 10 points per episode; OR stop when today's television limit is exhausted):

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Procedure when negative behavior escalates:

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## Parent Handout

**Improving Your Child's Behavior Outside Home**

Disruptive children often have difficulty controlling their behavior in situations outside home: for example, in the grocery store, at the mall, at church, at a neighbors house. In these situations, parents can take special steps to help the child control his behavior, making the outing more pleasant for everybody including the parents.

Here are some special steps to take when going on outings outside of home:

1. Before you leave the house to go on the outing, discuss with your child where you will be going, who will be there, how long you plan to be there, and any other description of the outing that would be helpful to the child.
2. Tell the child your specific expectations for his behavior while you are on the outing. Describe your expectations to him in specific behavioral terms, and try to describe your expectations in terms of positive behaviors. For example, I expect you to follow my directions, play nicely with Cousin Charlie and walk (not run) while we are inside the house.
3. Write the behavioral expectations down on an index card and tell the child you will have the index card with you and you will be monitoring his behavior during the outing. Write the behaviors down the side of the index card and write time intervals across the top of the index card.
4. Tell your child that while you fully expect that he will be good and follow the expectations, you want him to know that he will have a Time-Out or "marked Time-Out" if he breaks the rules. Tell him exactly where the Time-Out will be if you are going to use an immediate Time-Out (e.g., in the bathroom at Aunt Sally's house). If you are going to use "marked Time-Out", be sure and take a felt tip pen along with you on the outing so that you can mark the back of the child's hand, or the index card, if he breaks one of the expectations for the outing.
5. In addition to telling him about the punishment procedure, tell him exactly how many "yesses" or points he must earn on his index card in order to earn a reward at the end of the outing. Talk with him about what the reward will be.
6. While you are on the outing, be sure and pull out the index card at every one of the time intervals that you specified at the top of the card, and put a "yes" or a "no" or a point for every behavior at each interval. If your child did not follow directions, he should get a "no" or no point for that interval and should have a Time-Out or a marked Time-Out. Be sure and praise him for the "yesses" that he gets as you are writing them on the index card.
7. Upon arrival home, count the number of check marks on the back of the child's hand or on the index card. Be sure and follow-through with a Time-Out for X minutes for every mark on the back of his hand.

Parent Handout

**Planned Activities — Worksheet**

Situation: \_\_\_\_\_

1. What will the situation be like for my child? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What are the ground rules for my child in this situation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What will the rewards/consequences be for his/her behavior?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Did I practice the correct behavior with my child and what he/she can do if the situation becomes difficult? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did I ask my child what would help him/her to maintain good behavior in the situation? What did he/she say? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What ways can my child be involved in the activity/situation in a productive way?

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Did I consider that my child may need a "break" from the situation? If so, how can this occur?

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5. Did I provide my child with constructive feedback? What did I say?

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6. Was I able to apply any other techniques in the situation, and if so, what were they and how effective were they? \_\_\_\_\_

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Parent Handout

**Do's & Don'ts for Dining Out**

DO's

- Do: Find a table away from the crowd
- Do: Seat the child next to the wall
- Do: Order food the children like
- Do: Provide the children with a pre-meal snack
- Do: Provide small interesting toys to occupy their time
- Do: Move the utensils from their reach
- Do: Move the toys when the food comes to the table
- Do: Praise the child for appropriate behavior

DON'TS

- Don't: Go to a restaurant where the meal takes a very long time
- Don't: Insist that the child order something he does not like
- Don't: Bring large or noisy toys, or toys with many pieces
- Don't: Allow the child to get up and down from his/her seat. If a break is needed take the child out for a brief moment

Parent Handout

**Potential "High Risk" Situations**

Situations that place greater demands than usual on an ADHD child and for which planning and preparing ahead can make a significant difference in how the child behaves.

- Waiting in line
- Waiting in a doctor's office
- Long car/train/plane rides
- Shopping trips
- Dining in a restaurant
- Attending an event such as sister's dance recital, graduation ceremony
- New and unfamiliar situations
- Family gatherings at picnics and other people's homes
- When visitors come to the home
- Birthday party for a sibling

Parent Handout

**List of Feelings**

Anger  
Irritation  
Frustration  
Rage  
Excitement  
Relaxed  
Scared  
Worried  
Gloomy  
Shame

Happiness  
Sadness  
Grief  
Inadequate  
Euphoria  
Anxious  
Dread  
Tired  
Worthless  
Guilty

Joy  
Incompetent  
Annoyance  
Cheerful  
Pleasure  
Fearful  
Apprehensive  
Bored  
Depressed  
Tense

Parent Handout

**Thoughts--Feelings--Behavior**

I. Dysfunctional Thoughts-Feelings-Behavior Sequences

<u>Thoughts</u>	<u>Feelings</u>	<u>Behavior</u>
My child is doing this on purpose to hurt me	Rage	Screaming at or hitting child
My child just doesn't care about me	Depression	Give up trying to help child
My child is just plain bad and nothing I do can change that	Hopeless	Withdraw attention from child
I must be a bad parent for my child to act like this	Guilty and inadequate	Reward negative child behavior

II. Functional Thoughts-Feelings-Behavior Sequences

<u>Thoughts</u>	<u>Feelings</u>	<u>Behavior</u>
My child has a disorder that makes it hard for him to control his behavior	Calm; helpful	Give consequence for negative behavior to teach child self-control
My child loves me even though his behavior is sometimes bad	Happy; secure	Good follow-through with parenting skills that will help child
My child has a problem; his behavior can improve with my help	Determined; understanding	Good attention to child's positive behavior
I am a good parent	Competent	Loving and firm

Parent Handout

Thoughts-Feelings-Behavior Worksheet

**Thoughts**

**Feelings**

**Behavior**

## Parent Handout

**RELAXATION**

Most people are not aware that when they are upset or agitated, one or more of their muscle groups are tense, and their breathing is rapid and shallow. If we can learn to control our muscle tension and our breathing we can teach our bodies to stay relatively calm and relaxed even in upsetting situations. The following is a procedure for achieving relaxation quickly. By practicing every day, within two to three weeks you will be able to relax your body by simply saying, "Relax", to yourself, in real life situations with your child.

1. Get comfortable in your chair. Place your arms on the arms of the chair. Close your eyes.
2. Become aware of the various muscle groups in your body (e.g. hands and arms; face, neck and shoulders; chest and stomach; hips, legs, and feet).
3. Bend your arms at the elbow. Then, make a tight fist with both hands while tightening biceps and forearms. Hold for 5 seconds. Pay attention to the tension. Then relax. Pay attention to the relaxation.
4. Tense entire face and shoulders, by squinting eyes tightly shut, wrinkling forehead, pull back corners of mouth, tighten neck, and hunch shoulders. Hold for 5 seconds. Pay attention to the tension. Relax. Pay attention to the relaxation.
5. Arch back as you take in a deep breath. Hold for 5 seconds. Relax. Take in another deep breath while pressing out the stomach. Hold. Relax.
6. Raise feet off floor keeping knees straight. Pull feet and toes back toward face, tightening shins. Hold. Relax. Then, curl toes down toward the floor, tightening calves, thighs and buttocks. Hold. Relax.
7. Scan each muscle group in your mind and relax any tense muscles.
8. Now, become aware of your breathing. Slow your breathing down as your breath in and out, in and out.
9. With your next deep breath, count slowly from 1 to 5 as you breathe in and count 6 to 10 as you breathe out. Your stomach should expand and deflate with each breath.
10. Repeat this deep, slow, breathing, in and out, in and out, until you are feeling deeply relaxed.
11. Say the word, "Relax" to yourself approximately 20 times every time you exhale.
12. Now, gradually let your breathing return to normal and open your eyes.

Suggestion: You may want to rehearse the positive thoughts you have been practicing from a previous homework assignment while you are deeply relaxed. The ultimate goal is to keep your body relaxed **and** use positive thoughts about your child when you are in the midst of a parenting encounter with your child.

## Parent Handout

**HELPING YOUR CHILD IMPROVE HOMEWORK SKILLS****Organizational Skills**

There are a number of organizational skills that relate to homework. Any of these behaviors, if deficient, can be added to the home token economy as a target behavior. The following list of target behaviors relating to homework encompasses both home and school.

1. Writes down the assignment
2. Understands the assignment
3. Checks to see what to bring home at the end of the day
4. Arrives home with the assignment and needed materials
5. Starts to do the homework
6. Completes the homework
7. Checks the homework for neatness and accuracy
8. Puts completed homework in the notebook
9. Takes the homework back to school
10. Keeps track of homework until the proper class
11. Turns in homework

### **Homework Structures that Parents Implement**

In addition to the aforementioned homework-related organizational skills, parents can help support the child's mastery of homework by structuring the home environment in such a way as to facilitate homework completion. Suggestions include:

1. Specify the homework time and place.
2. Provide necessary materials. Organize the desk or workspace neatly.
3. Put away materials irrelevant to the task
4. Eliminate distracters. Make rules regarding no phone, TV, telephone use during homework time.
5. Specify time interval (e.g., every 10 minutes) that parent will monitor child; or, help child break entire homework assignment into subunits and monitor at the completion of each subunit.
6. Praise child for correct work at each monitoring point. Identify incorrect work and add to next subunit or time interval.
7. If there is a long term homework task (e.g., book report) assist child to divide long term homework task into interim goals with time deadline for each interim goal. Parent should monitor and praise completion of each of these pieces.
8. Put the work in the proper place when completed. In the bookbag, etc.

Any of these structuring skills, as well as the parent-assisted organizational skills listed above, if identified as problems, can be added to your child's ongoing home token economy system.

Parent Handout

**Homework Problems Report Card**

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the number that indicates how much of a problem that behavior was for you today.

1	2	3	4	5
Not a problem	A small problem	Somewhat of a problem	A big problem	A very big problem
1. Failed to bring home necessary materials.			1 2 3 4 5	
2. Didn't know what homework was assigned.			1 2 3 4 5	
3. Refused to do homework.			1 2 3 4 5	
4. Whined or complained about homework.			1 2 3 4 5	
5. Had to be reminded to sit down and do homework.			1 2 3 4 5	
6. Procrastinated, put off doing homework.			1 2 3 4 5	
7. Didn't do HW satisfactorily unless someone was in the room			1 2 3 4 5	
8. Daydreamed or played with objects during homework.			1 2 3 4 5	
9. Was easily distracted by noise or activities of others.			1 2 3 4 5	
10. Was easily frustrated by homework.			1 2 3 4 5	
11. Took unusually long to do homework.			1 2 3 4 5	
12. Responded poorly when told to correct homework.			1 2 3 4 5	
13. Produced messy or sloppy homework.			1 2 3 4 5	
14. Hurried through homework or made careless mistakes.			1 2 3 4 5	
15. Showed dissatisfaction with work, even though a good job was done			1 2 3 4 5	

## Parent Handout

**Possible Rewards List**

<u>Reward</u>	<u>Likely Frequency</u>
Snacks	D
Staying up beyond bedtime	D
visiting friend's house	D, W
having friend come over	D, W
bike riding	D, W
allowance	D, W
going fishing	W
going shopping	W
skating	D, W
going to the movies	W
special activity with mom or dad	D, W
earn day off from chores	D, W
going to the park	W
getting ice cream	W
bowling, miniature golf	W
game of choice with parent/family	D, W
going to the mall	W
having story read to	D
choosing radio station in car	D
selecting something special at the store	W
making popcorn	W
having friend over to spend night	W
going to friend's to spend night	W
television time	D, W (for Sat/Sun shows)
video game time	D at home, W at mall
listening to radio/stereo	D, W (for Sat/Sun)
playing outside	D, W (for Sat/Sun)
extra bathtub time	D
educational games on computer	D
talking on phone relatives)	D (for friends), W (for long distance calls to
choosing family TV show	D
choosing family movie	W
renting movie video	W
going to MacDonald's with parent and/or family	W
taped TV shows	W
points exchanged for weekend privileges	D, W

D=Daily; W=WEEKLY

**Note:** Older children could save over weeks to get a monthly reward as long as visuals (e.g., pieces of picture activity) are used; e.g., camping trip with parent, trip to baseball game, purchase of nintendo cartridge.

Parent Handout  
Child Reward Form

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Daily Rewards:

70-79% Positive

80-89% Positive

90-100% Positive

Weekly Rewards:

Parent Handout

**SAMPLE DAILY REPORT CARD**

CHILD'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ DAY: \_\_\_\_\_

	Special	LA	Math	Reading	SS/ Science
Follows class rules with no more than 3 rule violations per period.	Y N	Y N	Y N	Y N	Y N
Completes assignments within the designated time.	Y N	Y N	Y N	Y N	Y N
Completes assignments at 80% accuracy.	Y N	Y N	Y N	Y N	Y N
Complies with teacher requests. (No more than 3 instances of noncompliance per period.	Y N	Y N	Y N	Y N	Y N
No more than 3 instances of teasing per period.	Y N	Y N	Y N	Y N	Y N

**OTHER**

Follows lunch rules. Y N

Follows recess rules. Y N

TEACHER'S INITIALS

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Score	0-50%	50-69%	70-79%	80-89%	90-100%
# Yesses	to	to	to	to	to

DRC Reward Record Calendar
----------------------------

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	reward: 3	reward: 4	reward: 5	reward: 6	reward: 7	weekly reward: 8
9	reward: 10	reward: 11	reward: 12	reward: 13	reward: 14	weekly reward: 15
16	reward: 17	reward: 18	reward: 19	reward: 20	reward: 21	weekly reward: 22
23	reward: 24	reward: 25	reward: 26	reward: 27	reward: 28	weekly reward: 29
30	reward: 31					

## Tracking Sheets for Modules

**Module 2 Tracking Sheet**

**ABC Tracking Sheet**

Name of Parent \_\_\_\_\_ Day \_\_\_\_\_

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Module 3 Tracking Sheet**

"Special Time" Tracking Sheet

Name of Parent \_\_\_\_\_

Day	Time I did "Special Time" with my child	Child's Activity
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Module 4 Tracking Sheet**

"Catch Your Child Being Good" Tracking Sheet

Name of Parent \_\_\_\_\_

Date Started \_\_\_\_\_

Good Behavior 1. \_\_\_\_\_

Good Behavior 2. \_\_\_\_\_

Put down a check (û) in each box every time you "Catch your child being good" and do 1-2 minutes of Attending and Rewarding.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Module 6 Tracking Sheet**

Tracking Sheet for "Independent Behavior While Parent is Busy"

Parent Name: \_\_\_\_\_

Week of: \_\_\_\_\_

"Parent Busy" projects I did this week:

	<u>Day</u>	<u>Parent Busy Project</u>	<u>Attending and Rewarding Done</u>		<u>Premack Reward Delivered</u>	
			yes	no	yes	no
1.		1.				
2.		2.				
3.		3.				

**Module 6 Tracking Sheet**

Tracking Sheet for "Attending and Rewarding Compliance,  
Practicing Good Commands, and Labeling Behavior Rules"

Parent Name: \_\_\_\_\_

Week of: \_\_\_\_\_

Our Behavior Rules are:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Write a "yes" or "no" for each day to indicate whether you did the specified parenting skill or not.  
Write yes if you did the skill once or more.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Attending and Rewarding Compliance							
Practice Good Commands							
Label Behavior Rule Violations							

**Module 7 Tracking Sheet**



**Modules 8 & 9**

See "Token Economy Chart" for Session 9.  
Parents should bring this chart to each session  
each week for homework review.

**Module 11 Tracking Sheet**



**Module 12 Tracking Sheet**

Parent Name \_\_\_\_\_

Week of \_\_\_\_\_

How many times each day did you read through your index cards?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week of							
Week of							
Week of							

What social support group did you utilize each week?

Week 1 \_\_\_\_\_

Week 2 \_\_\_\_\_

Week 3 \_\_\_\_\_

**Module 13 Tracking Sheet**

Parent Name \_\_\_\_\_

Week of \_\_\_\_\_

How many times each day did you practice relaxation?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week of							
Week of							
Week of							

**Module 14 Tracking Sheet**

Parents Name \_\_\_\_\_

Week of \_\_\_\_\_

Homework rules that I implemented:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Days that I monitored my child's homework:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
Week 2							
Week 3							

