MATERIALS: HANDOUTS and WORKSHEETS

Topics 1-17
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Learning About Each Other

1. What do you like to do for fun?

2. What do you like to do with your friends?

3. What do you like to do with your family?

4. What do you like best about school?

5. What would you like to be when you grow up? Why?

6. If you could have three wishes, what would they be?

7. What do you like best about yourself?

8. What else do you think I should know about you?

This form helps us figure out what kinds of things you want to be better at home. This way we know what to work on when you and your family attend sessions.

Date ____________

<table>
<thead>
<tr>
<th>Things that upset you at home</th>
<th>The way you would like everything to be at home</th>
<th>What would be OK? (good enough)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly Safety Check-In (WSCI) – Child Version

Case ID: ____________________ Date: ___/___/____ Staff: ____________

1. Since our last meeting, tell us about any family conflicts, arguments, fights, or other upsetting incidents that I should know about? None reported

____________________________________________________________________________________

2. What was the reason for the conflict?...what did (caregiver) and you argue/fight about?

____________________________________________________________________________________

3. Did (caregiver) use any physical discipline or punishment with (child[ren])?

____________________________________________________________________________________

4. What happened? _____________________________________________________________

____________________________________________________________________________________

5. How did (caregiver) react – what did he/she do and say? ____________________________

Check all that apply here:

_____Yelled

_____Cussed/cursed

_____threatened

_____slammed door

_____threw something

_____broke something

_____gestured, took a swing

_____struck/hit/pushed

_____attacked other

_____thought about what to do

_____ended the conversation

_____was cool

_____walked away calmly

_____talked it out with me

_____told friend/relative

_____ignored me

_____used a procedure learned in AF-CBT

_____other _____________________________

6. How did this end -- what ended up happening (any consequences)?

____________________________________________________________________________________

____________________________________________________________________________________

7. Anything else?

____________________________________________________________________________________

11.4.11 Safety Check-In_Caregiver version
Weekly Safety Check-In (WSCl) – Caregiver Version

Case ID: _______________ Date: ___/___/_____ Staff: ____________

1. Since our last meeting, tell us about any family conflicts, arguments, fights, or other upsetting incidents that I should know about?
   None reported

2. What was the reason for our conflict?...what did you and (child[ren]) argue/fight about?

3. Did you use any physical discipline or punishment with (child[ren])?

4. What happened?

5. How did you react – what did you do and say?

   Check all that apply here:
   _____Yelled
   _____Cussed/cursed
   _____threatened
   _____slammed door
   _____threw something
   _____broke something
   _____gestured, took a swing
   _____struck/hit/pushed
   _____attacked other
   _____thought about what to do
   _____ended the conversation
   _____was cool
   _____walked away calmly
   _____talked it out with me
   _____told friend/relative
   _____ignored me
   _____used a procedure learned in AF-CBT
   _____other___________________________

6. How did this end -- what consequences occurred?

7. Anything else?

11.4.12   Safety Check-In_Caregiver version
Stressful Life Experiences

Looking at each of the categories below, discuss how each of the situations causes stress in your life and at the end list the stresses/challenges to being a caregiver.

1. Health/Medicine
   - An illness in the family
   - Inability to access health providers
   - Worry about aches, pains, nausea, headaches

2. Activity Level
   - Overly active
   - Lack of motivation to participate in activities
   - Being involved in different activities/clubs/organizations

3. School/Academics
   - Child’s poor school performance
   - Child getting into trouble in school
   - Applying for or finding money to take more classes, buy school supplies

4. System Involvement
   - Having someone in your personal life at all times
   - Loss of feeling of independence
   - Having to attend meetings with service providers
   - Having to attend court hearings
   - Worrying about the future (child being placed, new services, more demands)

5. Work
   - Working long hours
   - Working many days per week
   - Stressful work/ work environment
   - Unable to find employment
   - Demands of work taking away from family and personal obligations

6. Emotional/Attention
   - Trouble paying attention even when you really try to
   - Your child has difficulty paying attention
   - Having too many things to think about at once, prioritizing commitments
   - Restless
   - Lack of motivation to participate in activities
   - Feeling sad, irritable, hopeless, overwhelmed, “just not yourself”
   - Feeling out of control, angry, extremely frustrated

8. Friends
   - Maintaining friendships
   - Friends having difficulties (illness, friend going through a “rough time”)
   - Strong social supports?

9. Spouse/Family
   - Disagreements with spouse/family/paramour
   - Spouse/family/paramour requiring a lot of help, dependent upon you
- Little or no support from spouse/family/paramour

10. Anxiety
   - Worry about family, friends, health
   - Worry about finances, housing, providing food, shelter and other essentials
   - Worry about the future (for yourself, your children, your parents, friends)

11. Sleep
   - Not getting enough sleep/difficulty falling asleep, waking during the night
   - Sleeping too much

12. Eating
   - Overeating, Lack of appetite, upset stomach or other pains when eating or soon after, not having a balanced diet.

13. Community
   - Violence in the community
   - Relationships with neighbors

14. Economic
   - Transportation difficulties; car troubles
   - Child care decisions
   - Money for basics; food, clothing, rent
   - Child support

15. Housing
   - Rent is due or overdue
   - Crowded conditions
   - Bedding or furniture for infants or children

16. Other: _______________________________________________________

My stressors or challenges related to being a caregiver:
1.
2.
3.
4.
### Decisional Balance Sheet – Example

**Participate in Sessions**

- **Pro’s**
  - Learn better ways to interact with my family.

- **Con’s**
  - What we talk about might get me into more trouble.

**Not participating in Sessions**

- **Pro’s**
  - Don’t have to fight traffic.

- **Con’s**
  - Things may get worse.
### Decisional Balance Sheet

<table>
<thead>
<tr>
<th>Pro’s</th>
<th>Con’s</th>
<th>Pro’s</th>
<th>Con’s</th>
</tr>
</thead>
</table>

Con’s of Status Quo
Pro’s of Change

Con’s of Change
Pro’s of Status Quo
My Goals for Treatment

Use this form to record the primary problem(s) or concern(s) that you would like to see changed through participation in services.

1. 

2. 

3. 

4. 

Source: Kolko, D. J.  SKIP Phase 2 -- IGAR 1-5-05
Look, Listen, Ask
How can we tell what someone is feeling?

1. First, we can “Look” at their face, posture, hands, and gestures.

2. Then we can “Listen” to their voice volume and tone, and to what they are saying.

3. Last we can “Ask,” “How do you feel?”
Identifying Feelings

A feeling is how our body responds to a situation.

1. What are some of these faces feeling?
2. How do you know they feel this way?
3. Why might they be feeling this way?
This handout will help us understand the situations at your house that cause good feelings and that make you happy. First, make a list of the situations that make you happy. Then rate your list from “just okay” to “the BEST.” Lastly, put your ratings into pie slices (the happiest situation gets the biggest slice).

This handout will help us understand the situations at your house that cause not-so-good feelings or that you don’t like. First, make a list of the situations that you don’t like. Then rate your list from “just okay” to “the WORST.” Lastly, put your ratings into pie slices (the worst situation gets the biggest slice).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Alternatives for Families Plan

The “Alternative for Families Plan” will help you remember to use and practice these helpful tools:

Date: __________
1. I will continue using: ____________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

Date: __________
1. I will: _________________________________________
   __________________________________________________
   __________________________________________________

Date: __________
2. I will: _________________________________________
   ________________________________________________
   ________________________________________________

Date: __________
3. I will: _________________________________________
   ________________________________________________
   ________________________________________________

Date: __________
4. I will: _________________________________________
   ________________________________________________
   ________________________________________________

Date: __________
5. I will: _________________________________________

______________________________________________

______________________________________________

Date: __________

6. I will: _________________________________________

______________________________________________

______________________________________________

Date: __________

7. I will: _________________________________________

______________________________________________

______________________________________________

Date: __________

8. I will: _________________________________________

______________________________________________

______________________________________________

Date: __________

9. I will: _________________________________________

______________________________________________

______________________________________________

Date: __________

10. I will: _______________________________________

______________________________________________

______________________________________________
ABC Model

A Situation

Feelings / Physical Cues

Thoughts

Actions / Behaviors

Consequences

An outside event

Good and bad outcomes

Topics #5, 6, 9, 10
Reaction Triangle

Topics #5, 6, 7, 8, 9
The Body's Response to Anger and Anxiety

Our body let's us know when we are experiencing anger and anxiety by giving us mental and physical "cues."

Did you know common PHYSICAL cues are:

Heart beats faster, stomach becomes upset, muscles become tense, sweating, tunnel vision, breathing quickens, chest feels tight, mouth feels dry, face flushes, too much energy.

Interesting facts about our PHYSICAL cues:

- Blood goes to your muscles to get us ready for fight or flight
- Our muscles need more blood to react; therefore, our breathing quickens & our heart beats faster to get more oxygen into our blood.
- We sweat more to cool us off and to balance out the heat generated by our muscles and increased heart rate.
- Our eyesight narrows so that we can focus in on the impending danger or situation.

Let's make a list of some of the physical cues you feel in your body when you are angry.

________________________________________________________

________________________________________________________

Let's make a list of some of the physical cues you feel in your body when you are anxious.

________________________________________________________

________________________________________________________
Did you know common MENTAL cues are:

Lightheadedness, unable to think, lose focus, unrealistic thoughts.

Interesting facts about our MENTAL cues:

✓ In response to danger, our bodies are conditioned from the caveman times, to run rather than think.
✓ Oxygen depletes from our brain and goes to our muscles.
✓ When our brain has less oxygen we are unable to control our thoughts; therefore, we might have unrealistic or unhelpful thoughts about the situation.

Let’s make a list of some of the mental cues you feel when you are angry.

__________________________________________________________

__________________________________________________________

Let’s make a list of some of the mental cues you feel when you are anxious.

__________________________________________________________

__________________________________________________________
Feelings Thermometers

0           1             2            3            4             5            6             7             8
NOT AT ALL                        A LITTLE BIT                     MODERATELY                             VERY                                  AS MUCH AS YOU COULD BE

EXAMPLES:

________________              _______________              _______________              _________________              _________________
Topics #5, 6, 12
TRIGGERS for Anger or Anxiety

Outside/External Triggers – things/events that make me __________.
1.
2.
3.

Inside/Internal Triggers – things I say to myself when I feel _______.
1.
2.
3.

CUES when Angry or Anxious – where do I feel _____ in my body?
1.
2.
3.
4.
5.

What can I do when I experience triggers and cues?
How to Relax Using Controlled Breathing


2. Rate your SUDS and write it down.

3. Place one hand on your chest and the other hand on your stomach, with your pinky finger on the belly button, so you can feel your diaphragm.

4. Take a couple deep breaths. Your stomach should expand (push out) and deflate (pull in) with each breath.

5. As you breathe in and out, slow your breathing down.

6. Expand your stomach with your next deep breath, slowly count from 1 to 5 or as far as you are able to in that single breath.

7. Deflate your stomach by exhaling slowly, counting from 1 to 5 again, until you are out of breath.

8. Repeat this deep, slow inhaling and exhaling while counting, until you are feeling relaxed.

9. Gradually let your breathing return to normal and open your eyes.

10. Rate your SUDS and write it down.
How to Relax Using Progressive Muscle Relaxation

General Muscle Relaxation

1. Rate your SUDS and write it down
2. Take slow, deep breaths
3. Take a big breath in, tense your entire body, count to five, breathe out and completely relax or let go
4. Continue tensing your body 5 times
5. Remember to take deep breaths
6. Let your eyes drift open
7. Rate your SUDS and write it down

For a Deeper Relaxation

1. Rate your SUDS and write it down
2. Tense then relax each of your muscle groups (starting with your legs, buttocks, arms, face, then entire body)
3. Remember to take deep breaths
4. Rate your SUDS and write it down
Relaxation Practice

PLAN:
I will try this relaxation method:

☐ Controlled Breathing

☐ Progressive Muscle Relaxation

☐ Something else __________________________

For about ___________ minutes, ____ times before we meet again. The place where I will practice is__________.

------------------------------------------------------------------------------

PRACTICE:
Today’s Date: ______________

I tried this Relaxation method:
☐ Controlled Breathing

☐ Progressive Muscle Relaxation

☐ Something else __________________________

Afterwards, I felt __________________________________

_________________________________________________________________________

_________________________________________________________________________
ABC Model Pathway

Thoughts → Feelings → Actions/Behaviors → Consequences

A Situation → SUDS

When challenging your thoughts, consider these questions:
1. “What evidence do you have that this thought is true?”
2. “What are other possible explanations this could be happening?”
3. “How is this thought helpful?”

Thoughts → SUDS → Actions/Behaviors → Consequences
<table>
<thead>
<tr>
<th>Pattern Type</th>
<th>Definitions</th>
<th>Challenging Questions</th>
<th>Alternative (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All or None / Black or White</td>
<td>Seeing things as “all or none” with no middle ground</td>
<td>What evidence do you have? What are some other possible explanations? What is the</td>
<td>Move to gray/middle ground thinking.</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td>worst thing that could happen? How bad would that be?</td>
<td></td>
</tr>
<tr>
<td>Predicting the Future</td>
<td>Thinking that you know what will happen next</td>
<td>Do you have a crystal ball? Do you know what is going to happen?</td>
<td>Acknowledge that s/he couldn't have known or prevented what happened.</td>
</tr>
<tr>
<td>Mind Reading</td>
<td>Believing you know what someone is thinking or going to do</td>
<td>Can you really read someone else's mind? And, even if you knew what someone thinking,</td>
<td>Don't know what other people think. Even if we know it's negative, it's not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>would it mean that this person will always think that way?</td>
<td>everyone's view.</td>
</tr>
<tr>
<td>Should Sentences</td>
<td>Having fixed rules for how we and others should behave</td>
<td>Why should you? Is there a rule about it?</td>
<td>Be fair to yourself.</td>
</tr>
<tr>
<td>Emotional Reasoning</td>
<td>Thinking that what we feel must be true about ourselves</td>
<td>Does feeling something make it true?</td>
<td>Separate you feelings from the facts.</td>
</tr>
<tr>
<td>Personalizing</td>
<td>Believing that everything others do or say is the result of your own words</td>
<td>What else, other than you, might have made that happen?</td>
<td>Step outside of yourself.</td>
</tr>
<tr>
<td>or actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catastrophizing</td>
<td>Always expecting the worst when something happens</td>
<td>What is the likelihood that this will happen or always happens? And, even if it did,</td>
<td>Move to gray. Problem-solve crisis situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>would it be so bad?</td>
<td></td>
</tr>
<tr>
<td>Not Taking Credit</td>
<td>Believing that you could not be responsible for something good</td>
<td>What was good about what happened?</td>
<td>Give yourself credit.</td>
</tr>
<tr>
<td>Overgeneralization</td>
<td>Believing that something will always happen again if it happened once</td>
<td>What guarantee is there that this is the only possible outcome? What are other</td>
<td>Acknowledge that there are other possible outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>possible outcomes?</td>
<td></td>
</tr>
<tr>
<td>Conflict-Related Patterns</td>
<td>Definitions</td>
<td>Challenging Questions</td>
<td>Alternative (goal)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Caregivers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostile bias</td>
<td>Interpreting someone’s behaviors toward you or their intentions (motives) as negative</td>
<td>Is there another interpretation of his/her behavior?</td>
<td>Consider interpretation of events as accidental.</td>
</tr>
<tr>
<td>Others are to blame</td>
<td>We see others as the cause of our problems</td>
<td>Who’s really responsible for what happened?</td>
<td>We’re all responsible</td>
</tr>
<tr>
<td>Only force or punishment will do</td>
<td>Believing that physical force is necessary or useful (the only way)</td>
<td>Is this the only possible way to manage behavior? What else can you do?</td>
<td>Acknowledge that there are other ways to deal with misbehavior.</td>
</tr>
<tr>
<td>High Expectations</td>
<td>Expecting a behavior from someone when it might not even be possible at their age (stage)</td>
<td>Is this reasonable to expect of myself? What are some reasonable steps I can take towards the overall goal?</td>
<td>Set “stepping stones” to accomplish a goal instead of expecting the full results immediately.</td>
</tr>
<tr>
<td><strong>Youth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostile bias</td>
<td>Interpreting someone’s behaviors toward you or their intentions (motives) as negative</td>
<td>Is there another interpretation of his/her behavior?</td>
<td>Consider interpretation of events as accidental.</td>
</tr>
<tr>
<td>Self-Blame</td>
<td>Taking responsibility for others’ aggressive behavior</td>
<td>Who’s really responsible for what happened? Who was in charge?</td>
<td>Caregivers are responsible for their behavior.</td>
</tr>
<tr>
<td>Dangerous World</td>
<td>All people/places in the world are unsafe</td>
<td>Are there safe places in the world? Should you be allowed to feel safe?</td>
<td>Rejection of violence as a given.</td>
</tr>
</tbody>
</table>
### Matching Parenting Technique With Type of Behavior

<table>
<thead>
<tr>
<th>Positive behavior (want to increase)</th>
<th>What Makes it Better</th>
<th>What Makes it Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Giving Attention,</td>
<td>Ignoring</td>
</tr>
<tr>
<td></td>
<td>&quot;Catch them being good,&quot;</td>
<td>&quot;Don't mess with it when they are being good&quot;</td>
</tr>
<tr>
<td></td>
<td>Praise, Rewards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annoying behavior (want to decrease)</th>
<th>What Makes it Better</th>
<th>What Makes it Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ignoring,</td>
<td>Giving Attention</td>
</tr>
<tr>
<td></td>
<td>Natural and Logical Consequences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dangerous behavior (want to remove)</th>
<th>What Makes it Better</th>
<th>What Makes it Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Immediate</td>
<td>Ignoring, Agression</td>
</tr>
<tr>
<td></td>
<td>Punishment/Consequence (Time out, Loss of privilege), Contracts</td>
<td></td>
</tr>
</tbody>
</table>
Attending to Your Child

When you have an opportunity to spend time with your child and encourage him/her, attend to your child by doing the following:

- First identify an appropriate activity your child does or select one with him/her
- During the activity:
  - Maintain eye contact to show the child that you notice what he/she is doing.
  - Describe what the child is doing using a neutral or positive voice tone
  - When possible, participate in the activity with your child.
  - Follow your child’s lead—for this special time your child is in charge.

Plan for Attending:
1. What are some positive activities your child does or that you could do with him/her?
   a.
   b.
   c.
   d.
   e.

2. What could you say and do during the activity that would show your child that you are interested in your child’s behavior?
   a.
   b.
   c.
   d.
   e.

Report on Attending:
1. Summarize what happened and how your child responded to your attention and involvement.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
# Praise Statements (General)

**You did that well!**

- Amazing!
- You did it!
- Fantastic!
- GREAT!

**I’m proud of you!**

- ALL-RIGHT!
- Superb!
- Nice work!

**That’s great!**

- WELL DONE!

**Terrific**

- Exactly!
- Fabulous!
- Beautiful!

**You’re really learning!**

- THAT’S NICE!
- Wonderful.

**You out did yourself!**

- Keep it up!
- I knew you could do it!

# Praise Statements (Labeled)

**You did that well! You did your chore the first time I asked.**

- Amazing! You got an A on the test!
-You did it! You shared your snack.

- Fantastic! You took out the garbage without being asked.

**I’m proud of you! You told me the truth just now.**

-Superb listening!

-Nice work with your homework! It is neat and complete.

**Exactly what I asked! You put your coat in the closet.**

-Fabulous! You came home on time.

**You’re really learning! You walked away when your brother was annoying.**

 THAT’S NICE! YOU CALLED ME WHEN YOU GOT TO YOUR FRIEND’S HOUSE.

I knew you could do it! You did your homework before playing a game.
Types of Rewards
Choose which rewards to use and write them below. You can choose one type of reward or several. Pick one from the list or come up with your own.

1. Social (praise, smiles, hugs) __________________________

2. Activity (games, TV, privileges, playing with toys)_____________________

3. Symbols (stars, points, coupons, tokens)___________________________

4. Material-things (toys, candy)_____________________________________

5. Combination (hugs and activity with parent, etc)_____________________

Choose behaviors to increase and match to the rewards above.

_________________________________________________________________

_________________________________________________________________

Principles for Using Rewards
These are general rules to follow if you want to make the rewards count.

- Choose rewards that the child wants and likes.
- Choose rewards that you can control.
- Choose rewards that are age-appropriate.
- Give the reward AFTER the positive behavior occurs.
- Give the reward after a good effort, even if not exactly right, to do the positive behavior.
- Withhold the reward if the positive behavior doesn’t occur.
- Give the reward consistently, every time the desired behavior occurs.
- Praise the child when giving the reward.
- Change rewards when the current rewards are no longer motivating.
“When-Then” Statements

One way to help motivate kids to do things is to set up a simple agreement (like a kind of contract) in which the child can get access to things he/she wants after doing something else he/she is supposed to do.

“If-Then” or “When-Then” Plan

1. What tasks do you want your child to do and frequently find yourself arguing over?

2. What are the activities your child looks forward to?

3. How can you combine what you want and what your child wants in an “If-Then” and “When-Then” statement?

4. What skills have you learned that will help you follow through with this strategy.
Giving Effective Instructions

1. **Reduce distractions before giving an instruction.** (e.g., shut off TV/stereo.)

2. **Make eye contact.**

3. **Say child’s name.**

4. **Use a firm voice.** Sound as if you expect to be listened to; businesslike; not angry or shrill.

5. **Be clear about what you want the child to do.**
   - **Good instruction:** “Sally, please pick up your dirty socks.”
   - **Bad instruction:** “You are such a pig. How can you sleep in a room like that?”
   If you give a direct instruction, it’s more difficult for your child to ignore you.

6. **State the instruction as an instruction.**
   Not a request, favor, or question.
   - **Good instruction:** “Please take out the garbage. It’s time to go to bed, please put your pajamas on.”
   - **Poor instructions:** “Will you take out the garbage for me. Don’t you think it’s time to go to bed now?”

7. **Give only one instruction at a time.**
   If you give more than one, you increase the chance that your child will tune you out.

8. **Always praise/reward as soon as your child follows an instruction.**
   It makes it more likely that your child will listen to your next instruction & it makes listening more enjoyable for the child.

9. **Back up your instruction with consequences, if necessary.**
   Never give an instruction unless you intend to do so!!!
Ways to be Nice to Friends and Family

1. **Start Conversations** - Find something easy to say because it helps to open a conversation.
   *Examples* - videogames, tv, where we live, school, sports, weather, music
   a. How can you start a conversation?

2. **Treat them nicely:**
   - Ask for things instead of grabbing
   - Answer questions when someone asks
   - Take turns and share
   - Accept responsibility for what you say/do and the consequences
   a. How can you act nicely?

3. **Say Nice Things** - We like others to say positive things to us and about us.
   *Examples* - Nice clothes, artwork, performance during athletics
   a. What nice things could you say to friends?

4. **Be Supportive** (show you care) - Try to show that you really understand and support your friend.
   *Examples* - Help them in some way; say nice things, compliments; say things that make them feel better or show you understand by telling them you see their point of view; give them a gift.
   a. How can you be supportive? What can you do? What can you say?

5. **Get parent’s attention** - "Look at this"; "How was that?"
   a. How can you get your parent’s attention?

6. **Saying things at special times and when you get together** - Morning hello or goodbye; asking questions to learn more about them, remembering special occasions (birthday card); listening when they talk to you; be enthusiastic about their good news; being sensitive to their feelings about bad news or complaints.
   a. What can you say and do to be supportive and friendly to your family?
# If I Need Help

There may be times when I may need someone to help me. If I need help, some of the people to who I could turn are listed here.

<table>
<thead>
<tr>
<th>I could get help from these people at my school:</th>
<th>I could get help from these members of my neighborhood (or church/synagogue):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>I could get help from these friends:</td>
<td>I could get help from these members of my family:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>I could get help from my caseworker:</td>
<td>I could get help from you, my counselor:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

If there is an emergency, I could call the emergency room at this clinic/hospital:  

Phone:  

If there is a medical emergency and I need help right away, I could get help from:  

Dial 911

Source: Adapted from Wilson et al (1986). Reprinted with permission
**Natural and Logical Consequences**

One way to decrease problem behaviors is to let children experience the natural or logical consequences that occur when they do them. These consequences teach children a good lesson and help them learn about responsibility, as well as help our energy stay up for when behaviors really need our intervention.

**Natural Consequence:** a consequence that results without any intervention.
**Logical Consequence:** a consequence that fits the action, such as come in late from curfew, earlier curfew time next time.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Natural Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

1. Use the “Decisional Balance” Handout to address concerns about using Natural Consequences.
2. When using natural consequences, in order to follow through, I will: ____________
   _______________________________________________________________________
   _______________________________________________________________________

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Logical Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

3. When using logical consequences, in order to follow through, I will: ____________
   _______________________________________________________________________
   _______________________________________________________________________
The attention you give your child may be one of the most powerful skills and a significant source of motivation for your child when it comes to changing his/her behavior. Your attention can be given to anything your child is doing, which includes both positive and negative or unwanted behaviors. So, it’s important to attend to behaviors you want to encourage. Below is a table to help us determine what behaviors we want to attend to and how we will attend to them.

### Identifying Positive Opposites

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Positive Opposite</th>
<th>How to attend to the Positive Opposite?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a.</td>
<td></td>
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<tr>
<td></td>
<td>b.</td>
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</tr>
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<td></td>
<td>c.</td>
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<tr>
<td>2.</td>
<td>a.</td>
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<td>b.</td>
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<td></td>
<td>c.</td>
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</table>
Active Ignoring

Annoying behaviors, such as whining, mock crying, and pouting, can be dealt with by withholding attention. When we choose to not attend, we encourage our children to utilize appropriate behaviors for attention.

**Directions**

1. List the annoying behaviors that you will actively ignore by withholding your attention:
   a.
   b.
   c.
   d.

2. Using a calm, matter-of-fact tone, what will you say to your child to let him/her know that you will respond when a Positive Opposite behavior occurs (such as using an inside voice, following directions, etc.)

3. What can you do or say to yourself to refrain from attending to the annoying behavior(s)? It’s important you avoid eye contact with your child; therefore, if needed, use an ABC Model Pathway to explore what you can do.

4. How will you pay attention to your child shortly after the misbehavior stops (such as smiling, praising, looking at, or talking to your child).
Removing Privileges Plan

Removing privileges should be used as a “last resort” strategy when managing your child’s behavior. A privilege is anything the child enjoys that you or another adult can easily control or remove. Your child should always know ahead of time what behaviors warrant a removal or loss of a privilege.

Steps for a Success

1. Specify the behavior that will result in a loss and when the privilege will be returned.
2. The privilege to be removed should be one that the child likes and often gets.
3. The privilege should be something that can be easily removed by you.
4. The privilege should be one that they child does not otherwise have access to. So, for example, if the child loses the cell phone privilege, make sure that he/she isn’t using a friend’s or sibling’s.
5. Be fair and quick (no extra nagging, arguing, etc.)
6. Make the loss brief, typically privilege lost for no more than 24 hours is the most effective.
7. If child continues with problem behavior after initial loss, child may be told about loss of a second privilege.

My Removal of Privileges Plan

1. Behaviors that will mean a removal of privileges: _____________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. What privilege will be removed and for how long?

<table>
<thead>
<tr>
<th>Privilege</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>

3. When will the privilege be returned or how can he/she earn it back? _________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
Time Out from Positive Reinforcement Plan

Time out is not meant to be a punishment or to be hurtful -- it is designed to remove children from positive (reinforcing) activities when they misbehave. It is meant to discourage behaviors you view as inappropriate or unwanted.

Steps for Success

1. Behaviors I would like to decrease by using time out from positive reinforcement.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. I will ensure that fun and dangerous items are out of reach of my child when in timeout. Our time out spot will be _____________________ or ________________.

3. My child is _______ years old; therefore, based on the one minute for each year of age recommendation, my child will spend ___________ minutes in time out.

4. I will maintain my own frustration levels by: ________________________________
______________________________________________________________________
______________________________________________________________________

5. Keys to effective time out:
   • Let your child know ahead of time what will result in a time out.
   • After one of the target time out behaviors occurs, tell your child in a firm, calm manner to go to time out.
   • Check the time and leave your child alone, he/she does not need to be absolutely quite while in time out.
   • Time out is not a time for caregiver/child conversations.
   • Return your child to the time out spot if he or she leaves the area. Warn him/her about a loss of privilege if leaving the time out area continues.
   • When time out is over, ask you child to report why they were in time out and apologize for their behavior. If they are not aware, in a calm manner remind them and have them repeat back.

6. Time out is one strategy and must often be interchanged with other strategies in order to maintain its effectiveness.
A contract is a written and more formal “If-Then” or “When-Then” statement. It should specify what each person will do and should be agreed upon by all parties.

Write your contract here:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Signature: ______________________________________

Signature: ______________________________________

Signature: ______________________________________
<table>
<thead>
<tr>
<th>Content</th>
<th>Drafted</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write description of what happened</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take full responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that the child is not to blame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise the child for telling and talking about the conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify specific traits/accomplishments of the child that you admire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take responsibility for the effects on the family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologize for your actions and its consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell the child about your treatment and what was learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express willingness to discuss events and answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain plans for keeping the family safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make commitment to nonviolent parenting and new family rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To help us improve communication within your family, identify the communication methods that you use and that the other person uses. Circle how often each one is used (1= little; 2 = a lot)

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Caregiver</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the words “always” and “never”</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>2. Yell, shout, raise your voice</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>3. Tease or model (make fun of) the other person</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>4. Use big words</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>5. Repeat your opinion over and over</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>6. Threaten to do something unpleasant</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>7. Call the other person names</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>8. Interrupt</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>9. Give unhelpful responses, like “Uh huh” or “I don’t know”</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>10. Ask a question in a way that makes it sound like the other person has done something wrong</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>11. Make suggestions that aren’t helpful</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>12. Make demands of the other person</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>13. Argue over small points or a lot</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>14. Talk very little, remain silent, or refuse to talk</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>15. Talk a lot</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>16. Talking as though the other person didn’t say anything</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>17. Make jokes about the other person</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>18. Reject any compliments or praise the person offers you</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>19. Ignore the person when told what he/she wants or likes</td>
<td>1 2</td>
<td>1 2</td>
</tr>
</tbody>
</table>
### Communication Method

**Do you...:**

<table>
<thead>
<tr>
<th></th>
<th>Caregiver</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Make accusations or blame the other person</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>21. Use put-downs or criticisms</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>22. Exaggerate how bad things are</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>23. Lecture, preach, or give long sermons</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>24. Talk in a sarcastic tone of voice</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>25. Look away when speaking or avoid using eye contact</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>26. Fidget, move restlessly, or gesture when being spoken to</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>27. Think you can read the person’s mind or know their opinion</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>28. Get off topic</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>29. Dwell on the past, tell “war” stories</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>30. Monopolize the conversation</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>31. Swear</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>32. Ignore others or turn your back to the person</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>33. Use inappropriate hand gestures, threats</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>34. Other:</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>35. Other:</td>
<td>1 2</td>
<td>1 2</td>
</tr>
</tbody>
</table>
Communication Alternatives

Using the Communication Obstacles Handout, write down the communication obstacles that you use most often.

1. ________________________ ________________________
2. ________________________ ________________________
3. ________________________ ________________________
4. ________________________ ________________________

Consider using these and any other appropriate “alternative” communication skills:
✓ Talk directly to another person
✓ Speak calmly and monitor your voice tone
✓ Reflect & validate
✓ Use few and simple words
✓ Listen to the other person
✓ Acknowledge a strength of the other person
✓ State your feelings by making I-statements
✓ Keep dialogue on facts rather than emotions
✓ Use Humor appropriately
✓ Make one-time statements
✓ Wait your turn to speak
✓ Keep dialogue focused on the here and now
✓ Take turns speaking
✓ Keep emotions in check
✓ Pick your battles
✓ Tell the person what you want or would like
✓ Make eye contact
✓ Use good manners
✓ Make “I-statements”
✓ Accept responsibility for your actions
✓ Summarize and reflect or validate what the other is saying
✓ Stick to the present
✓ Use appropriate words to express criticism

What alternative skills or methods will replace your communication obstacles?

1. ________________________ ________________________
2. ________________________ ________________________
3. ________________________ ________________________
4. ________________________ ________________________

How can you keep yourself focused to remember to utilize the above alternatives? (such as controlled breathing or a self-statement to incorporate when in an argument)
Problem Solving Skills

1. What is the problem?

2. What do we want to happen?

3. What can we do? (No answer is good or bad here).
   a.
   b.
   c.
   d.

4. Evaluate consequences of each choice?

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
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<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
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</tr>
</tbody>
</table>

5. What are we going to try? How are we going to carry it out?

6. Evaluate the outcome.