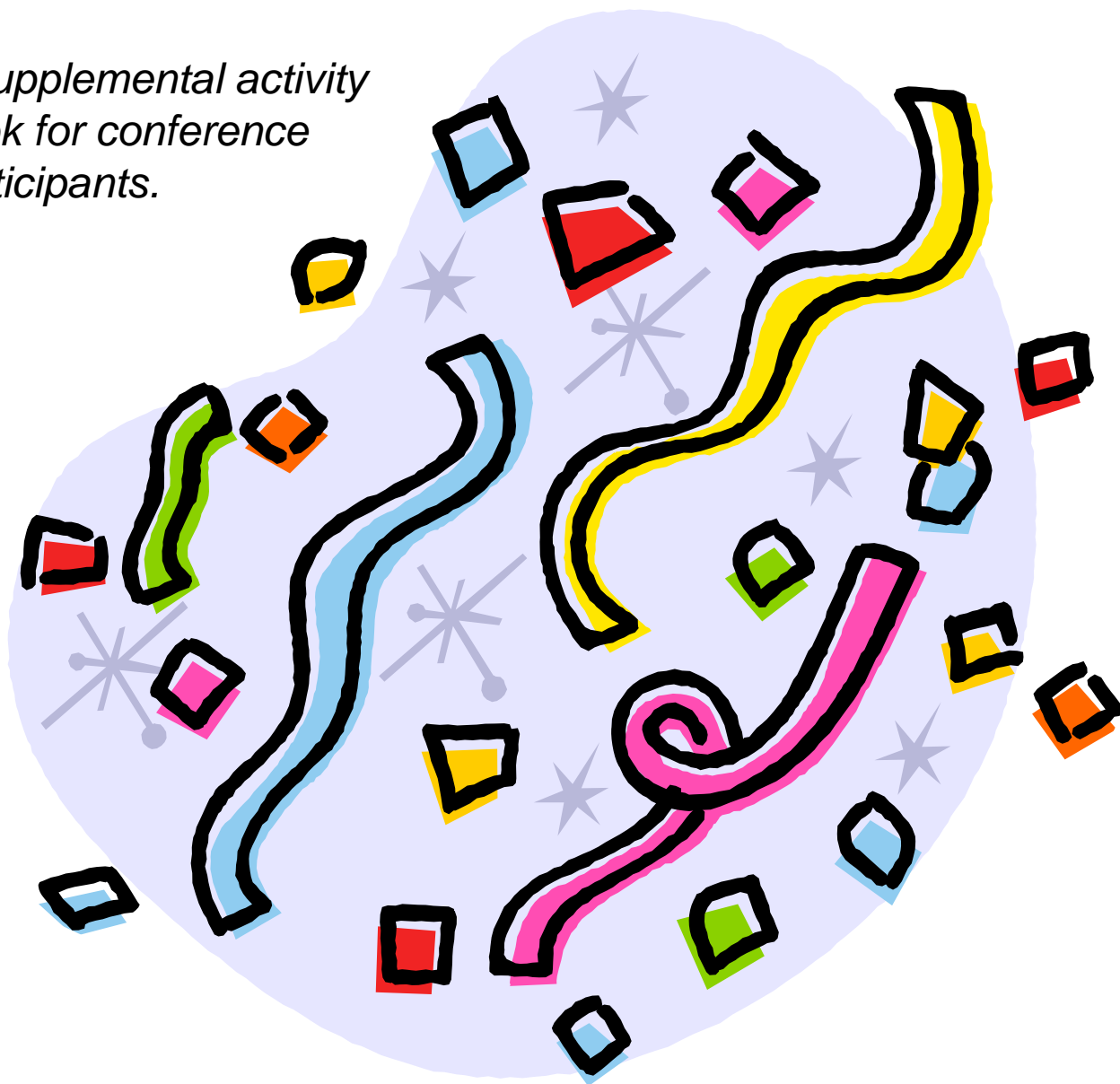




Family Workbook 2.0

*A supplemental activity
book for conference
participants.*



Family Workbook

updated January 20, 2012

This workbook is a supplemental activity book for conference participants



For permission to make copies or questions about this workbook contact Kelcey Schmitz at kschmitz@ku.edu or Matt Enyart at menyart@ku.edu.

“little” changes that make a “BIG” difference

What are some ways you already prevent problem behaviors? Can you think of more?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Home Matrix

What are your 3-5 behavioral expectations at home? How will you teach those expectations across settings/routines?

PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y



SAMPLE MATRIX

	Setting/Routine		
Social Skill/Expectation			

About my kiddo



Strengths	Challenges	Interests (Likes)
Accomplishments- <i>what has the child/team done well?</i>	People/Places- <i>Where do they go? Where would they like to go?</i>	My child's dream- <i>what does he/she want or want more of?</i>

Next Steps:

Rewards/Reinforcers

Tangible

(food-chips, crackers, popcorn, mini m&ms.)
(object-toy from happy meal, sticker, bubbles)



Social

(praise, attention)



Activity

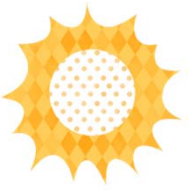
(trampoline, play catch, ride bike)





Other


Routines

Write down as many routines that occur in your house as you can think of. Getting ready for school, after school, homework, bath/bed time etc. Circle the ones that are the most stressful.

	Morning
---	---------

Afternoon	
-----------	---

	Evening
---	---------

Weekend	
---------	---

Behaviors

List the behaviors the child does well (positive) and the ones that are problematic (challenging). Next, prioritize problem behaviors you want to address.



Positive	Challenging

Challenging behaviors occur in context.

List the challenging behaviors on the left and routines on the right and draw a line from the behavior to each routine it occurs within.

Challenging Behaviors	→	Routines

Antecedent Behavior Consequence (ABC) Recording Form

Observe or recall a recent problem behavior. Fill in the appropriate columns.

Antecedents or Triggers What happens <i>before</i> the behavior occurs?	Behavior- what does it look and sound like?	Consequence What happens after? What was the response?

Data Collection

Data can be collected in many ways. Here are a some samples of data collection sheets.

	Mon	Tues	Wed	Thurs	Fri	Sat
6am						
7am						
8am						
9am						
10a m						
11a m						
12p m						
1pm						
2pm						
3pm						
4pm						
5pm						
6pm						
7pm						

14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	m	t	w	r	f	s

Samples of Data Sheets cont'd

	Mon	Tues	Wed	Thurs	Fri	Sat
6am						
7am						
8am						
9am						
10a m						
11a m						
12p m						
1pm						
2pm						
3pm						
4pm						
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6pm						
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11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	m	t	w	r	f	s

Investigate



Where/when do you see the behavior?

Where/when is the behavior least likely?

Who is around when the behavior happens ?

What happens before-what seems to trigger the behavior?

What happens right after the behavior? How do others respond?

Why do you think the child does this behavior?

What would be ok with him/her doing instead?

Summary

1. My child's problem behavior looks and sounds like:

2. It seems the reason (or function) they engage in the behavior is: (circle one)

Communication Attention Sensory Avoid/Escape

3. Summarize-(Hypothesis Statement)

When _____ occurs, the child
_____ in order to
get _____.



Let's Brainstorm some Strategies

1. Prevention *What can we change in order to avoid problems, make difficult routines better or prompt the behavior we want to see?*
2. Replace the Behavior *What skills do we need to teach to take the place of the problem behavior?*
3. Responses *How will we change our responses in order to reward the positive behavior and not problem behavior?*



Let's put it all together now...

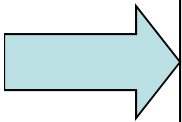
Brainstorming-Strategies

Setting Events (Slow Triggers)	Antecedents (Fast Triggers)	Problem Behavior	Consequence (Response)
Setting Event Interventions	Antecedent Intervention Strategies *Avoid difficult situations *Make routines easier *remind	New Skills/Replacement Behaviors	Consequence Interventions/New Responses *reward behaviors you want to see *don't reinforce the problem behaviors

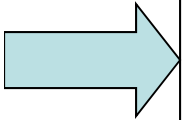


The Plan

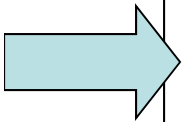
1. What is the behavior you want to change?



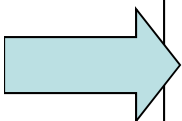
2. What would be a better behavior?



3. How can you teach and reinforce the new behavior?



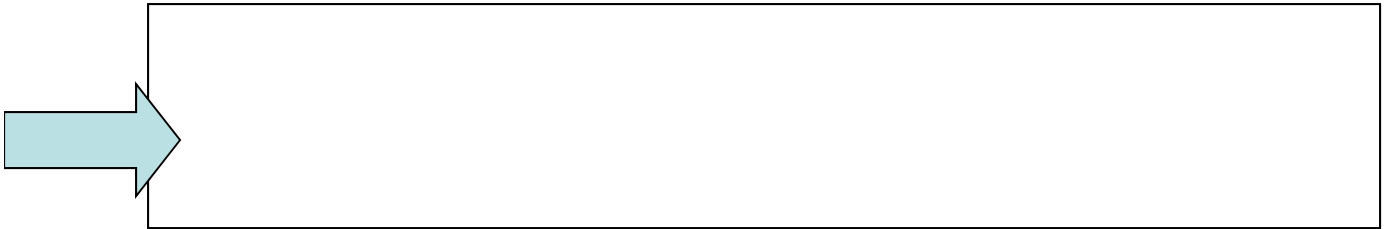
4. How can I prevent the behavior?





The Plan, continued

5. What reinforcers will we use to reward the appropriate behavior?




6. How will we monitor progress?



7. Who needs to be involved and what will their role be?



8. What are the material/training/support needs?



Action Plan

What?	Who?	When?	Comments

Notes

