

Big Task:

Little Tasks:

1

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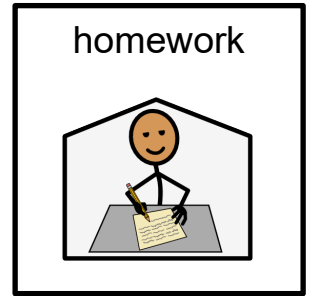
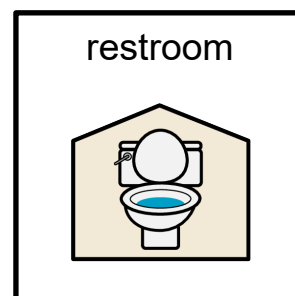
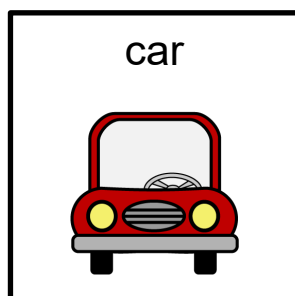
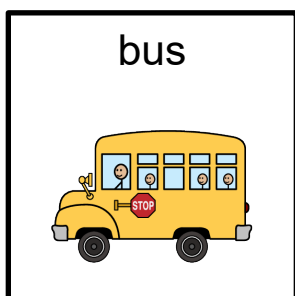
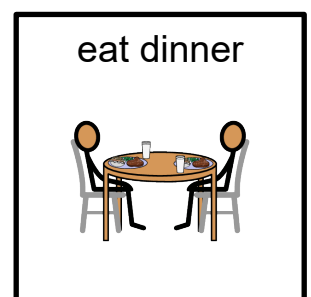
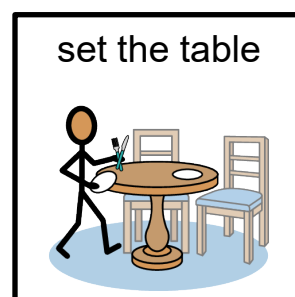
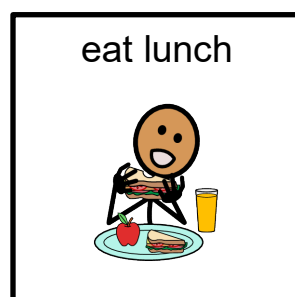
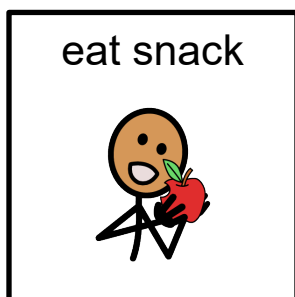
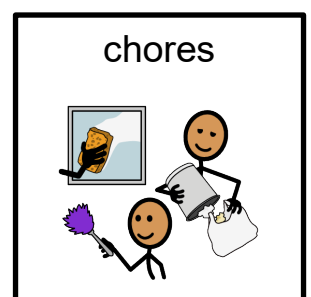
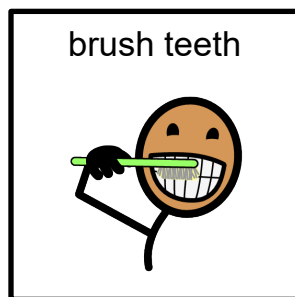
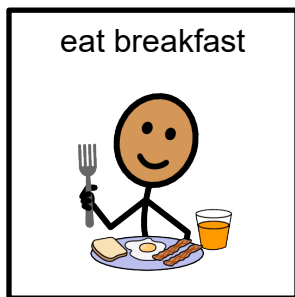
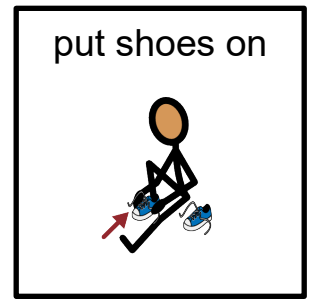
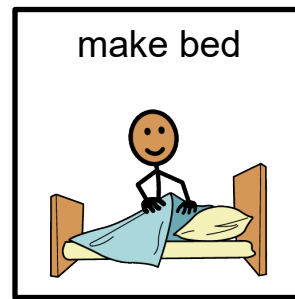
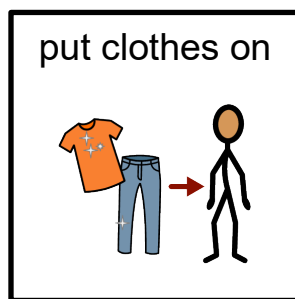
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To Do	All Done

Sample Visual Schedule Icons



Post Incident Debriefing Guide

The purpose of debriefing after a behavioral episode is two-fold. First, it is a chance to use the incident as a learning opportunity and improve behavior moving forward. Second, is a powerful tool for restoring relationships with those that may have been impacted by the behavior and allowing the child to process their experience. The following guide is a helpful tool. It is geared towards use with more verbal children but can be adapted for different language and developmental levels.

Question 1: What happened?

Stick to objective events and avoid judgements or intention. Don't rush to problem solving at this point. Just use active listening.

Question 2: What did you feel? What did you do?

This is an opportunity for the child to explain their reaction to the triggering events. Being defensive limits the ability to process and think analytically so attempt to be neutral.

Question 3: Did that solve the problem or make things better?

This is a chance to start considering the actions in terms of positive or negative effects.

Question 4: What could you have done differently that would have worked out better?

The child will probably know some better solutions, and if they feel supported through this process will probably be willing to list options. You can also add ideas at this point.

Question 5: What can we do differently next time and how can I help you next time?

We take what we learned to plan for something like this to happen again. Consider what could be changed in reaction to the trigger, but also leading up to the problem.

Question 6: Is there anything we can do to repair what happened?

Finally, it is beneficial to consider what can be done to right the wrong. This may be as simple as apologizing to those that were affected or making physical repairs or reparations. Note that there may be a cost related to the choices that they made, but this process should not be a tool for expressing shame or making them "feel bad".

Four Examples of Home Reinforcement Systems

Token Save Up

Set Up: Establish a goal that is a special activity or item. Next, decide on the behavior or action that you want to see more. It could be isolated actions (making the bed without being asked) or doing something to a certain criteria (getting ready for school by a certain time).

Use: When the action or behavior happens, award the child with a token. This can be a sticker on a chart, a tally on a board or a piece of a puzzle. When all of the tokens are earned, that activates the prize. You can repeat again and again with varying number of tokens needed to get the prize based on the perceived value.

Note: This is the simplest token system and is a good place to start. Move on to more dynamic systems as you see fit.

Money Store

Set Up: Set aside some preferred things that can be routine, daily things or special, uncommon things. Next create a fake currency, which can be as simple as a tally on a board to your own custom-made bills. Lastly, create a menu with the preferred things associated with money values.

Use: When you witness a desired behavior, give currency to the child's "bank". You can also have standing payment for routine actions like making the bed without being told. When the child has enough funds, they can cash in their money for access to what they purchase.

Note: This will take some trouble shooting to make it work well, but that's okay. I recommend having hours of operation for when the store is open as well.

Grid Lottery

Set Up: Somewhere prominently visible, draw a large square on paper or a board. Split the square into six columns and six rows and label the top and side with 1-6. Lastly, think of some things or activities that you can raffle off at a designated time (bag of chips, a quarter, extra five minutes of play, etc.)

Use: As you go through the day or week, when you see a good thing done, have your child "get a square", which allows them to mark any of the squares with their initial. When the raffle time comes, roll a six sided die for the columns and rows. If the indicated square is claimed, the prize goes to that person. Repeat for all prizes.

Notes: This system involves choice and chance which are both shown to be motivating for people. It's a fun way to keep things varied as well.

Transitions for Bonuses

Set Up: Determine a transition that is difficult on which you'd like to focus. It could be a transition away from a preferred thing (TV time), to a less preferred thing (bath time) or just a transition that's hard. Decide specifically what success would look like.

Use: Before the transition takes place, establish a relationship between how the transition goes and how much time is spent. Establish that a bad transition takes longer, but a good transition is short. If the transition goes well, that frees up time allowing for more time doing or not doing what the child wants. Example, if Bob stops iPad time quickly, next time he can have extra time. If iPad takes a long time to give up, next time we will need to end early to allow for the time need. This creates a natural contingency between the transition and time spent with the iPad.