

O.P.E.N.

COMMON BEHAVIOR CONCERNS AND STRATEGIES FOR PARENTS AND TEACHERS FOR HOME AND SCHOOL

Behavior

"If a child doesn't know how to read, *we teach.*"
 "If a child doesn't know how to swim, *we teach.*"
 "If a child doesn't know how to multiply, *we teach.*"
 "If a child doesn't know how to drive, *we teach.*"
 "If a child doesn't know how to behave, *we teach?*"
 *punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

Behavior

- Human Behavior
 - Behavior is **LEARNED**
 - Behavior is a function of the environment

Therefore...

A → B → C
Antecedent Behavior Consequence

- New behaviors can be taught
- Old behaviors can be unlearned
- We change behavior by changing the **ENVIRONMENT**

2/23/2016

Why Do Children Misbehave?



- One of the most common reason a child misbehaves is because he or she is not having a need met.
- Can you think of some unmet needs that cause children to behave inappropriately?
 - Take a couple of minutes and discuss this question with your shoulder partner.

Students and Behavioral Problems:

- Aggressive (the hyperactive, agitated, unruly student)
- Resistant (the student who won't work)
- Distractible (the student who can't concentrate)
- Dependent (the student who wants help all the time)



Why Kids Misbehave

- Basic has several "Functions":
 - Attention from peers or adults
 - Attain power/control
 - Revenge or Retaliation
 - Feels Good/Play
 - Fear of Failure
 - Getting something (Sensory Input)
 - Imitation



Reasons for Misbehavior

1. Undue Attention
2. Misguided Power
3. Revenge
4. Assumed Inadequacy (giving up)



Reasons for Misbehavior

- **Undue Attention:**
 - Children often seek undue attention they because equate attention from adults with love.
 - How might you fix this behavior?
- **Misguided Power:**
 - Children need to feel secure, like they have control of themselves. When control is taken away, they may seek to regain power purposefully disobeying directives.
 - How might you fix this behavior?



Reasons for Misbehavior

- **Revenge:**
 - If a child believes that he or she has been treated unfairly, revenge will likely be a result.
 - How might you fix this behavior?
- **Assumed Inadequacy:**
 - This is the child that supposedly needs help with everything.
 - How might you fix this behavior?



Other Causes of Misbehavior

- Family Problems
- Poor Nutrition
- Sleep Disturbances
- Mental Delays
- Developmental Disabilities
- Natural Skill Deficit
- Emotional Disturbance
- Poor Attachment
- Inappropriate Expectations
- Stress
- Change
- Health Problems



Improving Behaviors:

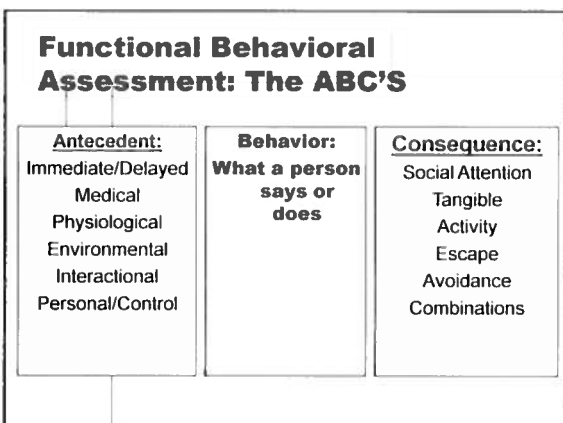
- Results in a decrease in inappropriate behavior equals an increase in academic time
- Is a Preventative approach to addressing inappropriate behavior
- Results in greater academic success



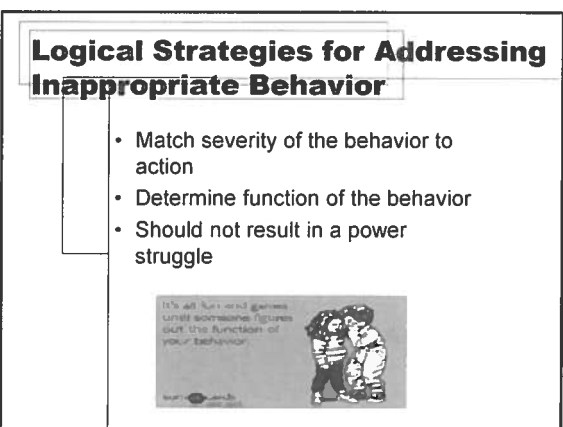
Determining Cause/Reason for Behaviors

- Identify where support is needed
- Identify problem areas to target
- Identify information for specific student benefit











Effective Strategies for Handling Inappropriate Behaviors




- Re-teach expectations/rules
- Change seating arrangements
- Conference with parent or student
- Peer mediation
- Student contracts
- Provide choices
- Remove tempting items from the classroom

Effective Strategies for Handling Inappropriate Behaviors

- Humor
- Let the student "save face"
- Re-direct
- Failure to earn a privilege
- Restitution or Apology
- Verbal and non-verbal prompt-cue
- Reward alternate positive behavior



Effective Strategies for Handling Inappropriate Behavior



- Allow wait time between request and follow through
- Planned ignoring
- Reward peers for demonstrating appropriate behavior
- Teach a replacement skill or desired behavior
- Cool-off pass with reflective time

Suggestions for Success



- Provide opportunities for parents, and students to contribute ideas
- Notify all parents of the new discipline procedures prior to implementation
- Streamline documentation procedures to facilitate communication
- Maintain consistent responses to rule violations
- Plan lessons to teach students the discipline policies and procedures

Suggestions for Success




- Remind students of their choices in a calm, positive manner prior to escalation in behavior
- Remember that how you react could escalate the student's behavior
- Include plans for sessions with students on specific expectations and rules as the data indicates need
- Establish back-up procedures prior to initiating the plan

Proactive Intervention Strategies

- Classroom Rules
- Classroom Schedule
- Physical Space
- Attention Signal
- Beginning and Ending Routines
- Student Work
- Classroom Management Plan




PUNISHMENT VS. DISCIPLINE



Why Do We Punish?


- Because it works
 - Punishment is effective for approximately 95% of our students
- It's quick
 - Punishment produces a rapid (but often temporary) suppression of behavior
- It requires lower level thinking skills.

Discipline vs. Punishment



- D: Strives to replace an unwanted behavior with a desirable behavior
- P: Takes away a behavior by force, but replaces it with nothing*
- D: Is firm and consistent, but peaceful
- P: Inflicts harm in the name of good*

Discipline vs. Punishment



- D: Positive behavioral change is expected
- P: The worst is expected, and the worst is often received*
- D: Takes time and energy but consequences are logical and encourage restitution
- P: Is immediate and high-impact but is hardly ever logical*

Discipline vs. Punishment


Punishment
DOES NOT EQUAL
Discipline

- D: Allows child to rebuild self-esteem
- P: Damages fragile self-esteem*
- D: Disciplinarian is in control of his/her own emotions
- P: Allows anger to be released physically by punisher, allowing for dangerous loss of control on adult's part*

Discipline vs. Punishment

Punishment
DOES NOT EQUAL
Discipline


- D: Is not threatening, dangerous or abusive
- P: Can be physically and emotionally dangerous*
- D: Allows for reflection and restitution
- P: Does not allow the child to make up for his/her behavior*



Discipline vs. Punishment


Punishment
DOES NOT EQUAL
Discipline

- D: is caring but takes time and planning
- P: is often "off the cuff" and emotionally charged*
- D: May make the youth angry at first, but calls for self-evaluation and change rather than self-degradation
- P: Agitates and often causes anger and resentment on the part of the child (which may have caused the behavior in the first place)*



When a person punishes a child, it takes the responsibility for the misbehavior away from the child and gives it to the parent.


Discipline vs. Procedures...



- **Discipline:**
 - ❖ Concerns how students BEHAVE
- **Procedures:**
 - ❖ Concerns how things are DONE
- **Discipline:**
 - ❖ HAS penalties and rewards
- **Procedures:**
 - ❖ Have NO penalties or rewards

A procedure is simply a method or process for how things are to be done in a classroom.


Discipline vs. Procedures...



Students must know from the very beginning how they are expected to behave and work in a classroom environment.

- DISCIPLINE dictates how students are to behave
- PROCEDURES and ROUTINES dictate how students are to work

Procedures...



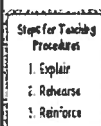
- Are statements of student expectations necessary to participate successfully in classroom activities, to learn, and to function effectively in the school environment
- Allow many different activities to take place efficiently during the school day, often several at the same time, with a minimum of wasted time and confusion
- Increase on-task time and greatly reduce classroom disruptions
- Tell a student how things operate in the classroom, thus reducing discipline problems

Discipline vs. Procedures...



- A **PROCEDURE** is how you want something done
 - It is the responsibility of the teacher to communicate effectively.
- A **ROUTINE** is what the student does automatically without prompting or supervision
 - Becomes a habit, practice, or custom for the student

Three Steps to Teach Procedures...



1. **EXPLAIN.** State, explain, model, and demonstrate the procedure.
2. **REHEARSE.** Practice the procedure under your supervision.
3. **REINFORCE.** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Discipline with the Body...not the Mouth...



1. **EXCUSE** yourself from what you are doing
2. **RELAX.** Take a slow relaxing breath and **CALMLY** approach the student with a meaningful look
3. **FACE** the student directly and **CALMLY** wait for a response.
4. If there is no response, **WHISPER** the student's first name and follow with what you want the student to do, ending with "please". **RELAX** and **WAIT**.
5. If the student does not get to work, **RELAX** and **WAIT**. Repeat Step 4 if necessary.

Discipline with the Body...not the Mouth...

6. If backtalk occurs, relax, wait and KEEP QUIET. If the student wants to talk back, keep the first principle of dealing with backtalk in mind:

**It takes one fool to talk back,
It takes two fools to make a
Conversation of it.**

- 7 When the student responds with the appropriate behavior say, "Thank you," and leave with an affirmative SMILE. If a student goes so far as to earn an office referral, you can deliver it just as well RELAXED.

After all, ruining your composure and peace of mind does not enhance classroom management.



Behavior Contract

D's Pain Feedback

Today I have drawn up 1 set's labeling, and "taking care." This can be helpful to get into the routine when you are starting a new system. My reward is that after 10 days of getting up and running, I can have a reward of my choice, however, the best one is that I can have a reward of my choice.

<p>Labeling up to 100</p>	<p>Labeling up to 100</p>	<p>Labeling up to 100</p>
<p>Labeling up to 100</p>	<p>Labeling up to 100</p>	<p>Labeling up to 100</p>

[illegible]


Behavior Contract

- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors.
- For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."




Behavior Contract

- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors.
- For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."




Included in Contract

- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors.
- For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."



Included in contract

- The conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards.
- A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."



Included in contract



- Areas for signature
- The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract.
- Additionally, the instructor may want to include signature blocks for other staff members.

Included in contract



- The conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards.
- A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."

Included in contract



- A listing of student behaviors that are to be reduced or increased
- The student's behavioral goals should usually be stated in positive, goal-oriented terms
- Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance
- The teacher should also select target behaviors that are easy to observe and verify
For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.

Included in contract

- Bonus and penalty clauses (optional)
- Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract.
- A bonus clause usually offers the student some type of additional 'pay off' for consistently reaching behavioral targets.
- A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.



Consistency is Key

- **School to Home and Home to School:**
 - Expectations are key.
 - Schedules are key.
 - Routine is Key.
 - Reinforcements are key.
 - Discipline is key.
 - Support each other.



Thank You!



Positive Behavior truth
citizenship honesty
manners be safe responsibility
Knowledge integrity
respect caring
Character honesty
Positive Behavior
truth Positive Behavior
honesty citizenship
integrity be safe Knowledge
responsibility be safe manners
truth caring respect honesty
Knowledge Character

Behavior Contract

Behavior Expectations:

1. _____
2. _____
3. _____
4. _____

Privileges for meeting the conditions of the contract:

1. _____
2. _____

Consequences/Restrictions for failing to meet the conditions of the contract:

1. _____
2. _____

I understand that I must meet all Behavior Expectations listed above in order to earn both of my privileges each day. Failure to meet the Behavior Expectations listed above will result in my earning of both consequences/restrictions listed above.

Privileges and Consequences/Restrictions will be earned on the same/following day (choose one).

Child's Signature

Parent's Signature

For a more detailed set of prewritten behavior contracts, please visit any of the following sites:
www.parentcoachplan.com www.behavior-contracts.com www.teenbehaviorcontracts.com



HEALTH/Top Conditions/
Doctor Finder/Food/Diet & Fitness/
Parenting/Well-Being/

[« RETURN TO ARTICLE / PRINT](#)

7 Steps For Creating Behavior Contracts For Children

By Susan M Keenan

In today's society, interactions between parents and their children have risen to a new level when it comes to dealing with behavior. Some modern children feel empowered to behave in ways that they never contemplated in the past and parents with rebellious children have begun turning to creative ways to encourage good behavior. Even parents with well-behaved children who occasionally exhibit inappropriate behavior have turned to behavior contracts for children to get their children to behave. Many of today's parents feel helpless when it comes to disciplining their children and turn to such behavior management contracts for an easier way of dealing with a difficult situation. In fact, behavior contracts for children have positive results in many cases because children need and want the structure these contracts can provide in their lives.

Behavior contracts, agreements between two or more parties, provide guidelines for the children's behavior. It set limits for the behavior of the children and provides a system of rewards and consequences for compliance or noncompliance of the rules. Since it is less stressful for people to have guidelines to follow rather than not have any parameters at all, behavior contracts are extremely successful for all of those involved. Behavior contracts for children can provide the incentive they need to change bad behavior patterns. Incorporating contracts for changing your children's behavior is easy if you follow the suggested guidelines.

What Steps Are Involved For Creating A Behavior Contract for Children?

Step 1: Compose a plan for the desired behavior change, focusing on only one or two specific behaviors. It is easier to tackle one area at a time rather than to go full force and attempt to change everything all at once. Look at different aspects of your child's life and identify the problem areas. If your child has several different behaviors relating to her school activities that you would like to change, attempt to modify them at the same time. For example, if your child's grades are poor and her homework is not getting done, set up a contract that addresses that situation together. Ideally, if the child begins to complete her homework on a regular basis, improves the quality of her work, and takes the time to study for tests, her grades should improve.

When you begin to set up the details of the behavior contracts for your children, consider their personality. Think about what is more likely to get the desired results. The preferences of your children should be considered when setting up the reward system as well as when setting up the proposed consequences for noncompliance of the rules.

It's important to select a simple behavior change so that it is more likely to occur. Even if the child exhibits multiple behaviors that you wish to change, avoid trying to change all of them at once unless they are related or similar. Success is more likely to occur if the behavior change that you are trying to elicit is a minor one. Once you have achieved the desired result with this behavior modification, another contract with new guidelines can be composed.

In fact, your children are more likely to go into this with a positive attitude if they believe the suggested changes are possible. Moreover, if your children achieve success with a small behavior change, they will be better equipped to deal with larger behavior modifications later on.

Step 2: Schedule and hold a meeting with the involved parties. Typically, all parents should be included in this meeting. If the parents of the children are divorced, then any stepparents should be included as

well. It is essential to have everyone who is going to have regular contact with the children in agreement with the provisions of the contract. Obviously, the children need to attend the meeting. They should be permitted to voice their feelings, opinions, and concerns regarding the behavior contract.

Impress upon your children that you care for them, but they cannot continue specific behavior patterns. Offering parental support during this transition phase is a positive step to maintaining a good relationship with your children. Discuss the behaviors that you would like to see change and explain why that is. Ask for their input. Inform them that what they have to say will be considered, but that you have the final say as the parent.

If your children are under the supervision of another adult for a majority of their day, consider having this person attend the meeting as well. Possibly, some of the behavior problems are occurring while this person is responsible for your children. Therefore, this individual should be aware of the behavior contracts for your children.

Step 3: Determine the reward system for meeting the goals. Your children should be involved in this stage of the process. It's important to have rewards that will motivate the children to perform in accordance with the guidelines. Just as important is the need to keep the potential rewards for meeting the guidelines reasonable. If the rewards are too great for simple behavior changes, then you have nowhere to go when incorporating a new behavior contract for your children for major behavior modifications. However, the offered rewards need to increase your children's motivation to do as you request as outlined in the contract.

Step 4: Determine a system of consequences for failure to comply with the contract guidelines. This involves setting up an outline that lists specific consequences for each possible type of infraction of the guidelines set up in the contract. Listing the consequences allows the children to have something concrete to think about should they decide not to behave according to the expectations of the parents. Although this is not always the wisest option, getting input from your children regarding possible consequences is always a good idea. If you don't want to ask for their opinions, simply watch their faces as you state your potential options for an indication of which ones they dislike.

Step 5: Select the method that will be used to track the child's progress. This method needs to be very specific and clearly delineated. Not only will the tracking method take the pressure off the parents, but also, it provides the child with clear guidelines and parameters. For example, specifying the number of infractions and the resultant consequence clearly states to the child what happens when they mess up or fail to follow the rules.

The parent no longer has to give in when the child begs and pleads for another chance. For the parents who typically give in to the child's cries for mercy, some behavior modification of their own needs to occur. Fortunately, the parents can refer to the guidelines and quote from them without feeling guilty.

Step 6: Finalize the meeting with a verbal reading of the behavior contract. Have all involved parties sign and date the contract. Make a copy for everyone involved.

Step 7: Schedule and hold a follow up meeting to evaluate necessary modifications to the behavior contract. It might be necessary to hold a follow up meeting early on in the process if you discover that the behavior contract is not working in its current state.

Incorporating behavior contracts for children is a positive step in modifying unacceptable behaviors in children. Consistency with the expectations, rewards, and consequences is essential to the success of the arrangement. Therefore, one of the most important steps to setting up the contract is to be realistic with your expectations. Another important step is to be practical with the rewards and consequences. A carefully thought out plan that is consistently monitored and upheld can be all that is needed to create a happy family once again.

Are Your Kids Caught Between You and Your Ex?

There are few things more painful than losing a child to an angry ex-spouse intent on revenge at any cost. But identifying the signs of parental alienation and taking the correct action will help you avoid making matters worse. Take this parenting quiz to find out how to best protect you and your kids.

Jon's Schedule



In the morning...

1. Sign up for lunch
2. Empty red folder and put in cubby
3. Homework turned in.
4. Sit down and start morning work by 9:15.

Before lunch...

1. Straighten the top of your desk.
2. Clean the floor around your desk.
3. The inside of your desk must be clean before you go to lunch recess.
4. No loose papers in your desk.

Before you go home...

4. Straighten the inside of your desk.
5. Clean the floor around your desk.
6. Desk cleared off except for your DPE.

Kendall's Schedule



In the morning...

1. Sign up for lunch
2. Empty red folder and put in cubby
3. Homework turned in.
4. Sit down and start morning work by 9:15.

Before lunch...

1. Straighten the top of your desk.
2. Clean the floor around your desk.
3. The inside of your desk must be clean before you go to lunch recess.
4. No loose papers in your desk.

Before you go home...

1. Straighten the inside of your desk.
2. Put your DPE on top of your desk.
3. No snacks or food left in desk

I am working for

1	2	3	4	5
6	7	8	9	10

I am working for

1	2	3	4	5
6	7	8	9	10

I am working for

1	2	3	4	5
6	7	8	9	10

I am working for

1	2	3	4	5
6	7	8	9	10

Functional Behavior Assessment Meeting Worksheet

Student:

Grade:

Date:

Members Present:

Describe Inappropriate Behaviors Observed (*Physical, Verbal, Other*)

Describe What precedes the Inappropriate Behaviors:

Target 1 or 2 Behaviors to be Modified

Describe Unsuccessful Intervention Approaches:

Brainstorm a List of Potential Successful Approaches:

Describe the New Behavior Goals – *Include consequences and reinforcers*

Date For Review:

Behavior Contract

Date: _____

I promise to work on these behavior expectations: _____

Choose 3 of the following or create your own.

- | | | |
|--|---|--|
| ★ I will avoid whining | ★ I will go to bed when asked | ★ I will complete my homework on time |
| ★ I will use good manners | ★ I will not interrupt | ★ I will not hit |
| ★ I will respect the property and privacy of others | ★ I will be sensitive to the feelings of others | ★ I will get ready for school on time |
| ★ I will avoid places and objects that are unsafe or dangerous | ★ I will present a positive attitude instead of being negative, pessimistic or rude | ★ I will take responsibility for my actions and not blame others |
| ★ I will pick up after myself | ★ I will not tattle | ★ I will keep good hygiene |
| ★ I will eat healthy foods | ★ I will do my chores | ★ I will _____ |
| ★ I will _____ | ★ I will _____ | |

Reward for meeting these expectations: _____

Consequence for not meeting these expectations: _____



Child Signature: _____ Date: _____

Parent Signature: _____ Date: _____



Pointing Kids in the Right Direction
www.KidPointz.com

BEHAVIOR CONTRACT

Date: _____

I promise to work on these behavior expectations: _____

Choose 3 of the following or create your own.

- | | | |
|---|---|---|
| <input type="checkbox"/> I will go to bed when asked | <input type="checkbox"/> I will pick up after myself | <input type="checkbox"/> I will use good manners |
| <input type="checkbox"/> I will not interrupt | <input type="checkbox"/> I will keep good hygiene | <input type="checkbox"/> I will treat others with respect |
| <input type="checkbox"/> I will respect the property and privacy of others | <input type="checkbox"/> I will be sensitive to the feelings of others | <input type="checkbox"/> I will avoid behaviors that are aggressive, destructive or dangerous |
| <input type="checkbox"/> I will not give in to peer pressure | <input type="checkbox"/> I will avoid places and objects that are unsafe or dangerous | <input type="checkbox"/> I will take responsibility for my actions and not blame others |
| <input type="checkbox"/> I will present a positive attitude instead of being negative, pessimistic or rude | <input type="checkbox"/> I will complete my homework on time | <input type="checkbox"/> I will eat healthy foods |
| <input type="checkbox"/> I will get ready for school on time | <input type="checkbox"/> I will listen and be attentive when spoken to | <input type="checkbox"/> I will do my chores |
| <input type="checkbox"/> I will limit my use of technology (television, cell phone, computer, video games, etc) to ____ hrs/day | <input type="checkbox"/> I will spend time with my family | <input type="checkbox"/> I will _____ |
| | <input type="checkbox"/> I will _____ | <input type="checkbox"/> I will _____ |

Reward for meeting these expectations: _____

Consequence for not meeting these expectations: _____



Child Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Kid★Pointz™

Pointing Kids in the Right Direction
www.KidPointz.com

GOAL TRACKING AGREEMENT

Name: _____

By _____ (date) I will accomplish the following goal: _____

Accomplishing this goal is important to me because: _____

Short-term daily steps I can take to accomplish this goal:

I will: _____

I will: _____

I will: _____

Long-term weekly or monthly steps I can take to accomplish this goal:

I will: _____

I will: _____

I will: _____

Date I intend to accomplish this goal:

In tracking my goal I am...

Ahead on accomplishing my goal and
reason why? _____

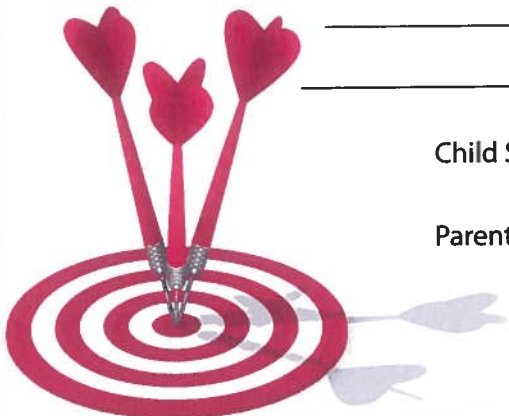
On track to accomplish my goal and
reason why? _____

Not yet started and reason why? _____

Behind and reason why? _____

The following is my consequence for not accomplishing my goal: _____

The following is my reward if I accomplish my goal: _____



Child Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Kid★Pointz™

Pointing Kids in the Right Direction
www.KidPointz.com

BEHAVIOR CONTRACT



I promise to behave in a socially-acceptable manner by meeting the expectations listed below:

(Choose 3)

- ☐ I will avoid whining
- ☐ I will avoid tattling
- ☐ I will avoid interrupting
- ☐ I will avoid being bossy
- ☐ I will avoid teasing
- ☐ I will avoid dawdling
- ☐ I will avoid ignoring

- ☐ I will avoid cussing
- ☐ I will keep good hygiene
- ☐ I will pick up after myself
- ☐ I will use good manners
- ☐ I will eat healthier foods
- ☐ I will share/take turns
- ☐ I will _____

List each expectation then explain the steps that will be necessary for success:

Expectation #1: _____

•
•
•

Expectation #2: _____

•
•
•

Expectation #3: _____

•
•
•

Privilege for meeting the expectations: _____

Consequence for not meeting the expectations: _____

--

Parent(s) Signature

--

Child Signature

HOUSEHOLD EXPECTATIONS AGREEMENT

My curfew on school nights is: _____pm. My curfew on non-school nights is: _____pm.

My bedtime on school nights is: _____pm. My bedtime on non-school nights is: _____pm.

These are my DAILY chores:

1.
2.

These are my WEEKLY chores:

1.
2.

The following people, places, or things are OFF LIMITS:

1.	3.
2.	4.

These are my expectations regarding:

HYGIENE

1.
2.

SNACKS/MEALS

1.
2.

HOMEWORK/SCHOOL

1.
2.

HAVING FRIENDS OVER

1.
2.

Failure to meet these expectations will result in appropriate consequences. Fulfillment of these expectations will result in additional privileges and a higher level of trust.

--

Child Signature

--

Parent(s) Signature

PARENTING CONTRACT

I, _____, do hereby promise to meet the following expectations with regards to my parental responsibilities.

- I promise to treat my child with respect and compassion. I will not belittle, degrade, or insult my child regardless of his or her actions. I will treat my child the way I would have wanted to be treated when I was his or her age.
- I promise to spend a reasonable amount of quality time with my child each day and to give him or her positive attention when appropriate.
- I promise to set a good example for my child by being the best role-model that I can be. I will demonstrate appropriate ways to handle difficult emotions and will behave in a socially responsible manner. I will teach my child to be caring, patient, reliable, and respectful by acting that way myself.
- I will work my hardest to teach my child how he or she SHOULD be acting instead of focusing so much on how he or she SHOULD NOT be acting.
- I will use everyday situations as teaching opportunities for my child. Sometimes it is better for my child to learn from the mistakes of others than from his or her own mistakes.
- I promise to avoid "giving-in" to my child's crying, tantrums, or threats. Doing so will only increase the likelihood of these behaviors in the future.
- I will do my best to instill firm, fair, consistent, and structured discipline.
- I will encourage my child to practice healthy habits and will involve myself in my child's education.
- Most of all, I promise to keep my child safe from physical and/or emotional harm. I will provide a safe, secure, and nurturing environment for my child—one that allows him or her to thrive. I will provide adequate food, drink, medical care, and clothing for my child and will make sure that he or she sleeps in a warm and safe bed each night.

If I am able to meet the conditions stated in this contract, then I can feel proud of my parenting accomplishments. I do realize though, that these conditions alone will not make me a quality parent. I will need to work diligently each day to become the quality parent that I strive to be.

Parent Signature

Child Signature

"SIBLING" HYGIENE AND CHORE CHART

's Checklist

HYGIENE	S	M	T	W	T	F	S
Shower / Wash Hair							
Brush Teeth (AM)							
Brush Teeth (PM)							
Floss (___X's/WK)							
Clean Ears (as needed)							
Wear Clean Clothes							
Clip Nails (as needed)							

HOUSEHOLD DUTIES	S	M	T	W	T	F	S

BEDROOM	S	M	T	W	T	F	S
Pick up items/toys							
Clean under bed							
Clean/Organize Closet							
Dresser/Desk top							
Clothes put away							
Vacuum room							
Empty trash							
Organize Shelves							
Make your bed							

's Checklist

HYGIENE	S	M	T	W	T	F	S
Shower / Wash Hair							
Brush Teeth (AM)							
Brush Teeth (PM)							
Floss (___X's/WK)							
Clean Ears (as needed)							
Wear Clean Clothes							
Clip Nails (as needed)							

HOUSEHOLD DUTIES	S	M	T	W	T	F	S

BEDROOM	S	M	T	W	T	F	S
Pick up items/toys							
Clean under bed							
Clean/Organize Closet							
Dresser/Desk top							
Clothes put away							
Vacuum room							
Empty trash							
Organize Shelves							
Make your bed							

Allowance Contract

This agreement outlines your financial responsibility that comes with receiving an allowance.

The things I will be responsible for paying for with my allowance: _____

Based on the list above, my allowance will be \$ _____ per week/month (circle one).

My allowance will be paid on _____ (day of week or month).

When I receive my allowance, I will put the following % to each of these categories:

_____ % Spend

_____ % Save

_____ % Donate

_____ % Invest

Child Signature: _____

Date: _____

Parent Signature: _____

Date: _____



Pointing Kids in the Right Direction
www.KidPointz.com

BRAVE TALK

Role Plays



Girl/Boy Role Play (Ages 4 – 5)

Bully: "Hey - you can't play!"
You: "yes I can."
Bully: "I said beat it or else!"
You: "Don't talk to me like that."
Bully: "I will talk how I want."
You: "Not to me! BYE." (walk away)

Boy Role Play (Ages 4 – 5)

Bully: "Ewww - you like Tiffany... she has cooties!"
You: "Hey stop that - mind your own business."
Bully: "You have a girl friend. You have a girl friend!"
You: "I said, STOP. Teasing is mean."
Bully: "What? Are you going to cry about it?"
You: "I don't think that is funny or cool. See ya!" (walk away)

Girl Role Play (Ages 6 - 9)

Friend: "Hey, let's ditch Megan at lunch. She is being so annoying."
You: "Come on, that's not cool. I don't want to do that."
Friend: "Oh come on! It will be funny!"
You: "It doesn't sound funny to me. Let's not."
Friend: "What's your problem?"
You: "I have a problem with ditching people. If you are mad at her, tell her, but ditching is mean."
Friend: "Fine. Whatever."



Boy Role Play (Ages 6 - 9)

Friend: "Mike is so annoying. He brags about everything. You know?"
You: (look at him and shrug your shoulder).
Friend: "He says he can throw a fast ball 90 miles an hour - what a liar!"
You: "Maybe he just wants to impress you."
Friend: "With what - his LIES? He's an idiot."
You: "Dude - That's kinda harsh."
Friend: "What's your problem?"
You: "Easy - who cares what he says he can do? I think you should just give him a break, OK?"

Boy Role Play for 2 kids (Ages 6 - 9)

Friend: "Come on. Let's all throw the ball and Danny to get him out!"
Kid 1: "No. That's mean. I don't want to."
Kid 2: "Yeah, let's just play fair."
Friend: "If you don't to, then you can't be on my team."
Kid 1: "Fine. I don't want to play on a team that cheats. Let's go."
Kid 2: "Yeah. I don't like playing with you when you are like this."

MORE →

BRAVE TALK

Role Plays



Girl Role Play (Ages 10 – 12)

Bully: "I cannot believe you like Zach! He's such a loser!"
You: "I don't think so. I think he's funny."
Bully: "You clearly have no taste - he hangs out with the freaks."
You: "You know, I don't remember asking for your opinion."
Bully: "I'm just saying that going out with him won't help your rep."
You: "I'm OK with that."

Boy or Girl Role Play (Ages 10 – 12)

Bully: "I cannot believe you failed that quiz. It was so EASY. You're a moron!"
You: "Wow - Making fun of people's grades is SO COOL - NOT!"
Bully: "Shut up."
You: "I will if you will."
Bully: "At least I'm not in the 'dumb' Math group."
You: "Really? Are you done yet? 'Cuz I am. BYE!"



Girl Role Play (Ages 12 – 14)

Friend: "Hey, can I use your phone to text Samantha and pretend its David?"
You: "Why?"
Friend: "She's totally obsessed with him. It'll be funny. You'll see."
You: "No thanks. My mom reads all of my texts. Besides, I don't want to start drama."
Friend: "You know you can delete all of your texts. Come on!"
You: "Look, I don't want any part of this. It sounds mean and stupid. Use your own phone."
Friend: "That's lame."
You: "Whatever. But if I was with HER, I wouldn't text you and pretend to be someone else. THAT'S lame."

Boy Role Play (Ages 12 – 14)

Friend: "Hey...do you smoke?"
You: "No."
Friend: "Really? Do you want to?"
You: "No."
Friend: "Have you ever?!"
You: "No."
Friend: "Are you prude or something?"
You: "No. I made a deal with my parents. No drugs and good grades, like a 3.5, and I can get a car."
Friend: "That's cool... I guess. But it doesn't seem worth it. Being high is fun."
You: "I wouldn't know but I don't need to get all messed up to have fun. I think THAT is lame."

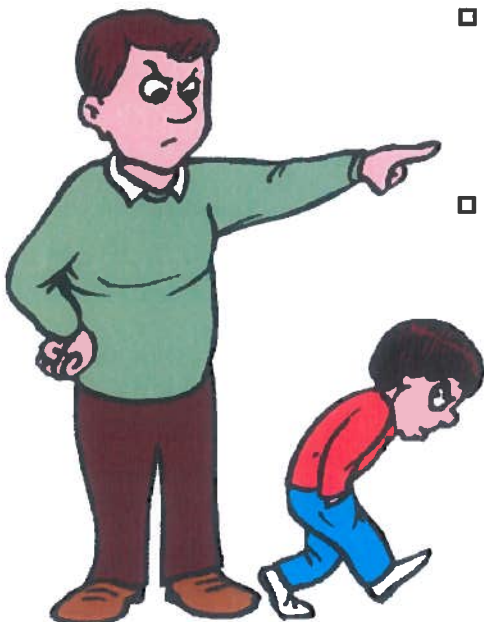


"How To" CHECKLISTS

Setting Up an Effective Time Out for 3-5 Year Olds

Using structured time outs as a form of discipline can be an effective way to help your child get on the road to better behavior. The following checklist provides some guidelines in implementing productive and efficient time outs with young children.

- ❑ **Set Age Appropriate Limits** - Always consider your child's developmental stage when setting limits.
- ❑ **Communicate Expectations** - Be sure your expectations for appropriate behavior are clearly communicated to your child.
- ❑ **Determine the Rules** - Decide the rules for the time outs before you begin enforcing them. This will help you to stay consistent. For example, if you decide to give one warning before your child goes into time out, then stick with it. Consistency is everything when it comes to effective time outs.
- ❑ **Identify a Time Out Location** - Create a "time out" place for your child to go to when they need a moment. This place can be a chair, stair or room. The main point of a time out is to remove your child from the stimuli that is creating the problem. You want to ultimately encourage your child to tolerate the discomfort, learn to self regulate by calming themselves and recognize their negative behavior will not be tolerated or accepted by you.
- ❑ **Set a Time Limit** - Decide on a time limit for their time out. Some schools of thought are one minute per age, for example, if 5 years old then 5 minutes in time out. Another suggestion is that they stay in time out until they can calm themselves.
- ❑ **Communicate After** - Once the time has been served, speak to them at their level. First, look them in the eyes and ask them why they were in time out. This will help them learn to communicate their wrong. If they are having a hard time, then explain the reason they had a time out. Remind them what your expectations are for appropriate behavior.



- ❑ **Show Your Love** - Finally, give them a big hug and kiss and praise them for serving their time. No matter HOW long it took them! The point is to encourage them to behave better and acknowledging their success is a big part of empowering your child.
- ❑ **Stay Cool** - Most importantly, don't lose your cool. Stay in control and monitor your anger. If you feel too emotional, then take a time out yourself first until you can regroup. Remember, your kids are constantly watching you and observing how you handle your emotions.

BEHAVIOR REFLECTION SHEET

Name: _____ Date: _____

THINKING ABOUT MY BEHAVIOR WILL HELP ME MAKE A BETTER CHOICE NEXT TIME!

Behavior (What happened?) _____

Who was involved? _____

Why is this behavior not acceptable? _____

How I felt:

☐ Mad

☐ Sad

☐ Frustrated

☐ Lonely

☐ Hurt

☐ Confused

☐ Scared

☐ Jealous

A better thing to do when this happens again? _____

Making Amends

- ☐ If another person was affected by this behavior I apologized to them, explained why the behavior was wrong, discussed how it made them feel and promised to correct this behavior in the future.

Here is what I will do to correct this behavior in the future: _____

MY FEELINGS CHART

NAME _____

WEEK OF _____

Kid Pointz™

Pointing Kids in the Right Direction
www.KidPointz.com





























TODAY I FEEL:

HAPPY

CALM

SAD

MAD

MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				



Effective Dates: From 10/20/2011 to 12/20/2011

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it..

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

Parent Signature: _____

25 WAYS TO ENCOURAGE

Thank you for helping with...

It makes mornings/dinner/outings easier when you.... thank you.

I really appreciate it when you...

Thank you for doing that... it means I/we can now...

We did it together!

Wow! You made a building/drawing/etc.

You did it on your own!

You did x and then y and worked it out.

You used lots of red paint/blocks/tape/etc.

You made it really big/small/colorful/complicated/etc.

That took you a long time, and you did it!

How did you do that?

You did x, what will you do now?

Can you tell me about it?

What is your favorite part?

How did you think of that?

I really enjoy doing this with you.

I love watching you create/help your sister/play soccer/ etc.

I'm so proud to be your mum, every day, no matter what.

Look how happy your friend is when you share/help/smile/etc.

You kept going, even when it was hard.

You look so pleased to have done that!

You made x feel so pleased when you did that.

It makes you feel good when you do x.

Say nothing - just smile.



100 Ways to be Kind to Your Child

Tell your child:

1. I love you.
2. I love you no matter what.
3. I love you even when you are angry at me.
4. I love you even when I am angry with you.
5. I love you when you are far away. My love for you can reach you wherever you are.
6. If I could pick any 4 year old (5 year old, 6 year old...) in the whole wide world, I'd pick you.
7. I love you to the moon and then around the stars and back again.
8. Thank you.
9. I enjoyed playing with you today.
10. My favorite part of the day was when I was with you and we _____.

Share:

11. The story of their birth or adoption.
12. About how you cuddled them when they were a baby.
13. The story of their name.
14. A story about yourself when you were their age.
15. The story of how their grandparents met.
16. What your favorite color is.
17. That sometimes you struggle too.
18. That when you're holding hands and you give three squeezes, it's a secret code that means, "I love you".
19. What the plan is.
20. What you're doing right now.

Play:

21. Charades
22. Hop Scotch
23. Board Games
24. Hide & Seek
25. Simon Says
26. Twenty Questions
27. I Spy on long car rides
28. Catch

Pretend:

29. To catch their kiss and put it on your cheek.
30. That their tickle tank is empty and you have to fill it.
31. That their high five is so powerful it nearly knocks you over.
32. That you are super ticklish.
33. That you are explorers in the amazing world of your own backyard.
34. That it's party day!

Try:

35. To get enough sleep.
36. To drink enough water.
37. To eat decent food.
38. Dressing in a way that makes you feel confident and comfortable.
39. Calling a friend the next time you feel like you are about to lose it with the kids.
40. Giving a gentle touch to show approval.
41. Dancing in the kitchen.
42. To get your kids to bob to the music with you in the car.
43. Showing your kids that you can do a somersault or handstand or a cartwheel.
44. Keeping the sigh to yourself.
45. Using a kind voice, even if you have to fake it.

Read:

46. A book of silly poems.
47. A story and then act out the plot.
48. Your favorite childhood book to them.
49. When the afternoon is starting to go astray.
50. Outside under a tree.
51. In the library kids corner.
52. The comic book they love that you're not so hot on.
53. About age appropriate behavior so you can keep your expectations realistic.

Listen:

54. To your child in the car.
55. To silly songs together.
56. For that question that means your child really needs your input.
57. One second longer than you think you have patience for.
58. For the feelings behind your child's words.

Ask:

59. Why do you think that happens?
60. What do you think would happen if _____?
61. How shall we find out?
62. What are you thinking about?
63. What was your favorite part of the day?
64. What do you think this tastes like?

Show:

65. Your child how to do something instead of banning them from it.
66. How to whistle with a blade of grass.
67. How to shuffle cards- make a bridge if you can!
68. How to cut food.
69. How to fold laundry.
70. How to look up information when you don't know the answer.
71. Affection to your spouse.
72. That taking care of yourself is important.

Take Time:

73. To watch construction sites.
74. To look at the birds.
75. To let your child pour ingredients into the bowl.
76. To walk places together.
77. To dig in the dirt together.

- 78. To do a task at your child's pace.
- 79. To just sit with your child while they play.

Trust:

- 80. That your child is capable.
- 81. That you are the right parent for your child.
- 82. That you are enough.
- 83. That you can do what is right for your family.

Delight:

- 84. Clean your child's room as a surprise.
- 85. Put chocolate chips in the pancakes.
- 86. Put a love note in their lunch.
- 87. Make their snack into a smiley face shape.
- 88. Make sound effects while you help them do something.
- 89. Sit on the floor with them to play.

Let Go:

- 90. Of the guilt.
- 91. Of how you thought it was going to be.
- 92. Of your need to be right.

Give:

- 93. A kind look.
- 94. A smile when your child walks into the room.
- 95. A kind touch back when your child touches you.
- 96. The chance to connect before you correct so that your child can actually hear your words.
- 97. Your child a chance to work out their frustrations before helping them.
- 98. A bath when the day feels long.
- 99. A hug.

100. You get to choose the next one! What is your favorite way to be kind to your child?

64 Positive Things to Say to Kids

You never know the words of encouragement from you that your kids will carry with them for years.

1. **You are loved**
2. You make me smile
3. I think about you when we're apart.
4. My world is better with you in it.
5. I will do my best to keep you safe.
6. Sometimes I will say no.
7. I have faith in you.
8. I know you can handle it.
9. **You are creative.**
10. Trust your instincts.
11. Your ideas are worthwhile.
12. **You are capable.**
13. **You are deserving.**
14. **You are strong.**
15. You can say no.
16. Your choices matter.
17. You make a difference.
18. Your words are powerful.
19. Your actions are powerful.
20. Your emotions may be powerful.
21. And you can still choose your actions.
22. You are more than your emotions.
23. You are a good friend.
24. You are kind.
25. You don't have to like what someone is saying in order to treat them with respect.
26. Someone else's poor behavior is not an excuse for your own.
27. You are imperfect.
28. So am I.
29. You can change your mind.
30. You can learn from your mistakes.
31. You can ask for help.
32. You are learning.
33. You are growing.
34. Growing is hard work.
35. I believe you.
36. I believe in you.
37. You are valuable.
38. You are interesting.
39. You are beautiful.
40. **When you make a mistake you are *still* beautiful.**
41. Your body is your own.
42. You have say over your body.
43. You are important.
44. Your ideas matter.
45. You are able to do work that matters.
46. I see you working and learning every day.
47. You make a difference in my life.
48. I am curious what you think.
49. How did you do that?
50. Your ideas are interesting.
51. You've made me think of things in a completely new way.
52. I'm excited to see what you do.
53. Thanks for helping me.
54. **Thank you for contributing to our family.**
55. I enjoy your company.
56. It's fun to do things with you.
57. I'm glad you're here.
58. I'm happy to talk with you.
59. I'm ready to listen.
60. **I'm listening.**
61. I'm proud of you.
62. I'm grateful you're in my life.
63. **You make me smile.**
64. **I love you.**