Positive Solutions for Families

Family Handbook

NCPMI

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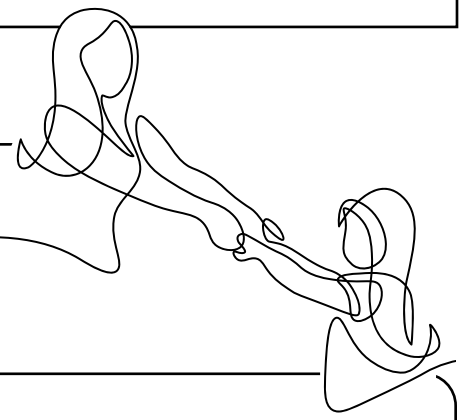
Session 1: Making the Connection

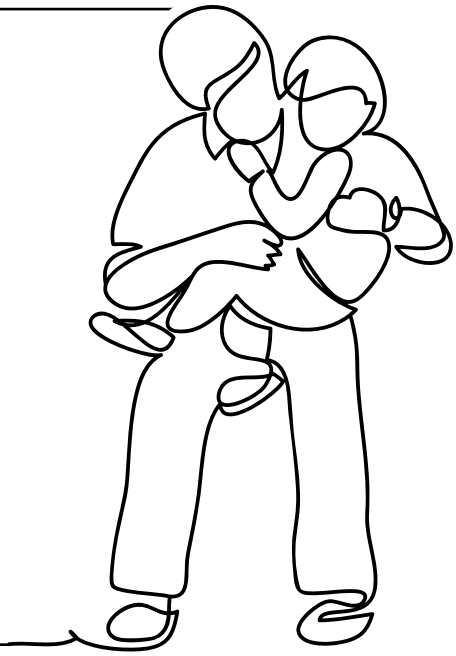
Activity 1: Relationships



Name:

What did this person do that made them so important or special to you?

How did this person make you feel?



Session 1: Making the Connection

Activity 2: Apply It and Try It. Making Connections

"All time with your kids—all time with anyone you love—is created equal. What you do with it is what makes it special. Not where. Or for how long. Or at what cost."[1]

1

2

3

4

5

Some ideas to try...

- Read a book
- Take a walk
- Sing favorite songs
- Eat a favorite snack
- Hold a dance party
- Ask your child about their day
- Talk, sing, and play games like "I spy" while waiting in line (at grocery story or waiting at bus stop)
- Hugs, high-fives, and affection
- Let your child be your special helper (e.g., helping with dinner, laundry)

1 Holiday, M. (2019, December 16). *There's no such thing as 'quality time.'* Medium. https://forge.medium.com/theres-no-such-thing-as-quality-time-58db618c099d

Session 1: Making the Connection

Activity 3: Apply It and Try It. Tips for Encouraging Your Child—Powerful Practices!

Providing comments and attention helps prevent the likelihood that challenging behavior will occur.

Tips

- ★ Get your child's attention.
- ★ Be specific-say what you see.
- ★ Be sincere and genuine.
- ★ Double the impact with physical warmth.
- ★ Use positive comments and encouragement with your child in front of others.
- ★ Keep it simple-avoid combining positive feedback with criticism.

I provided encouragement when my child…	What I said and did…
Put on her shoes	"Awesome job putting on your shoes!" and gave her thumbs up

?

How did my child respond?

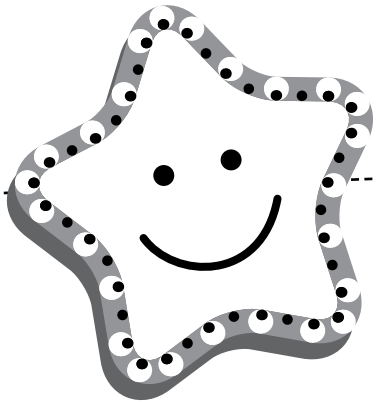
How did I feel about using the strategy?

Session 2: Keeping It Positive

Activity 1: Affirmation

An affirmation is a positive reminder or statement about yourself that is encouraging and motivating.

Write an encouraging note or positive comment to yourself about something that you did with your child this last week.



Session 2: Keeping It Positive

Activity 2: Apply It and Try It. Encouraging Positive Behavior

List behaviors you would like to see

MORE of:

List behaviors you would like to see

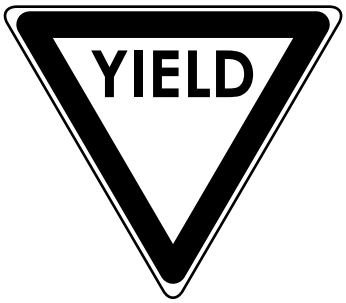
LESS of:

List ways to *ENCOURAGE*

your child to use the behaviors you would like to see:

Session 2: Keeping It Positive

Activity 3: Positive Words Activity



State directions in a positive way:

Tell your child what to do

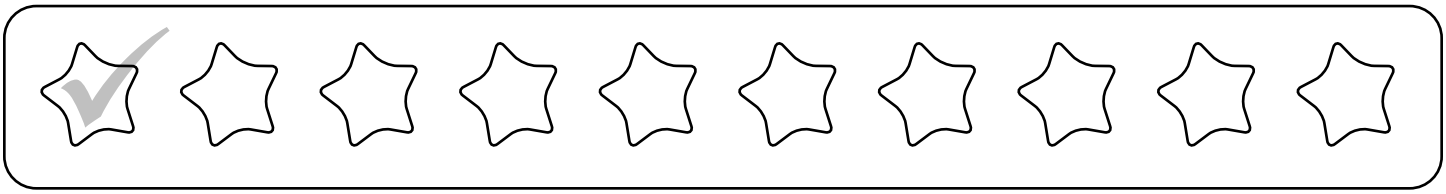
Use simple words and phrases

Show a picture of the action or model the action

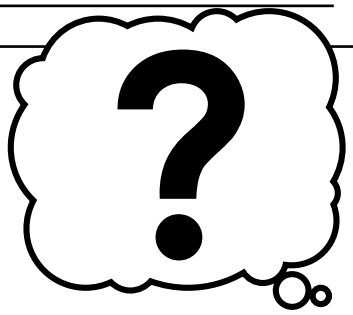
Avoid this…	Say this instead…
Don't run!	
Stop climbing!	
Don't touch!	
No yelling!	
Stop whining!	
Don't hit!	
No coloring on the wall!	
Don't throw your block!	

Provide **encouragement** and **positive descriptive feedback** when your child begins to engage in the desired behavior.

How many times I stated directions in a positive way:



Positive things I said:



Session 3: Behavior Has Meaning

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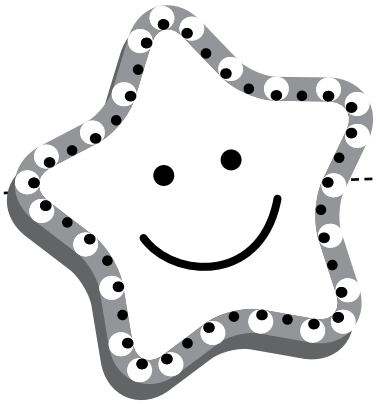

Session 3: Behavior Has Meaning

Activity 2: Apply It and Try It. Why Do Children Do What They Do?

Describe the behavior:

How long the behavior lasted:

What happened before?

___ I told or asked my child to do something

___ My child was playing alone

___ Changed or ended my child's activity

___ My child moved from one activity to another

___ I removed an object from my child

___ I told my child "No," "Don't," "Stop"

___ An object was out of reach

___ I was giving attention to others

___ My child was doing an activity they didn't like

___ The task/activity was difficult for my child

___ My child requested something

___ Other (specify) _____

What Happened After? How did it end?

___ I gave my child attention

___ I punished or scolded my child

___ I gave my child an object/activity/food

___ I withdrew my request or demand

___ I removed my child from activity/area

___ I hugged my child

___ I ignored my child

___ I helped my child

___ I used "time-out"

___ Other (specify) _____

Why do you think your child was using this behavior?

What do you think they were trying to tell you?

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___ I removed my child from activity/area

___ I hugged my child

___ I ignored my child

___ I helped my child

___ I used "time-out"

___ Other (specify) _____

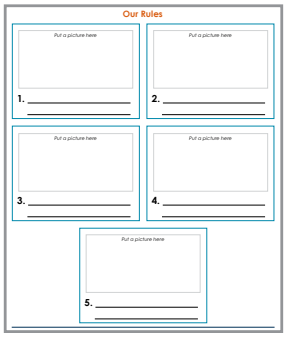
Why do you think your child was using this behavior?

What do you think they were trying to tell you?

Session 3: Behavior Has Meaning

Activity 3: Apply It and Try It. Family Rules

Our Family Rules	*Rule Checklist*
Rule 1: **Idea for Picture:**	☐ Written as a do (instead of "don'ts"). ☐ Rule applies to situations where your child needs reminders. ☐ Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).
Rule 2: **Idea for Picture:**	☐ Written as a do (instead of "don'ts"). ☐ Rule applies to situations where your child needs reminders. ☐ Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).
Rule 3: **Idea for Picture:**	☐ Written as a do (instead of "don'ts"). ☐ Rule applies to situations where your child needs reminders. ☐ Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).
Rule 4: **Idea for Picture:**	☐ Written as a do (instead of "don'ts"). ☐ Rule applies to situations where your child needs reminders. ☐ Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).
Rule 5: **Idea for Picture:**	☐ Written as a do (instead of "don'ts"). ☐ Rule applies to situations where your child needs reminders. ☐ Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).



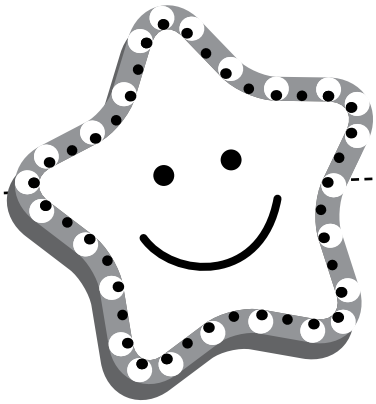
Don't forget to make a rules chart!
See the resources for a rules chart template!

Session 4: The Power of Routines

Activity 1: Affirmation

An affirmation is a positive reminder or statement about yourself that is encouraging and motivating.

Write an encouraging note or positive comment to yourself about something that you did with your child this last week.



Session 4: The Power of Routines

Activity 2: Apply It and Try It. Creating a Family Routine

Routine	

Break down the steps. Think about what you want your child to do.

Step	Visual Cue
1	
2	
3	
4	
5	
6	
7	
8	

Session 4: The Power of Routines

Activity 3: Apply It and Try It. Teaching the Routine

Strategies I will try this week to teach the routine with my child:

Strategies to Try:

1

2

3

Possible Strategies

Visual Cues	Offer Choices	Use First/Then
Visual Schedule	Use a Timer	Increase Positive Encouragement
Scripted Story	Give a Verbal Warning	

How did my child respond?

How did I feel about using the strategy?

Session 5: Teach Me What to Do

Activity 1: Affirmation

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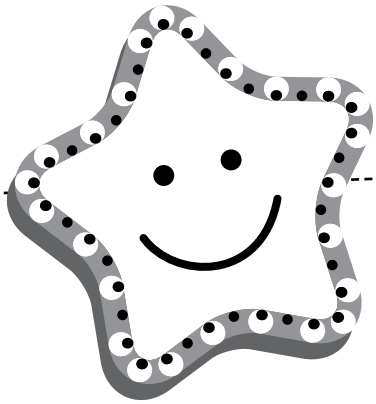

Session 5: Teach Me What to Do

Activity 2: Apply It and Try It. Teaching Emotions

Select 2-3

EMOTION WORDS

1

2

3

IDEAS

for teaching emotions

How did my child respond?

How did I feel about using the strategy?

Session 5: Teach Me What to Do

Activity 3: Apply It and Try It. Teaching Self-Regulation or Problem-Solving

Select One:

☐ Self-Regulation/ Anger Management ☐ Problem Solving

I want to **TEACH:**

IDEAS for mychild:

_____

_____

_____

_____

I want to **TEACH:**

IDEAS for mychild:

_____

_____

_____

_____

How did my child respond?

How did I feel about using the strategy?

Session 6: Responding With Purpose

Activity 1: Affirmation

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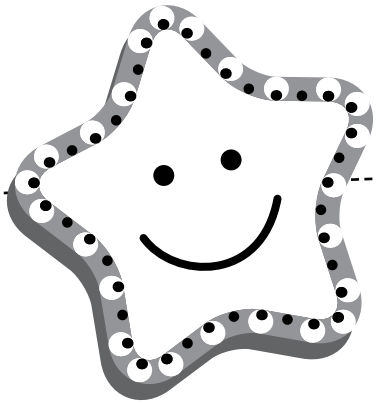

Session 6: Responding With Purpose

Activity 2: Apply It and Try It. Logical Consequences

Write down three challenging situations that have occurred with your child.

Then write down possible logical consequences for each situation.

Try at least one of the logical consequences from the list with your child and see how it goes!

How did my child respond?

How did I feel about using the strategy?

Behavior (Situation)	Logical Consequence	How did it go?

Session 7: Putting It All Together With a Plan

Activity 1: Affirmation

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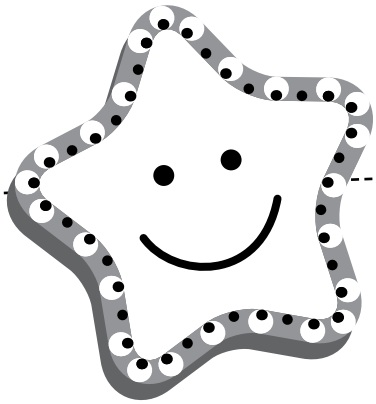

Session 7: Putting It All Together With a Plan

Activity 2: Family Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think my child does it:

_____

_____

What can I do to prevent the challenging behavior?	
How do I respond when challenging behavior occurs?	What new skills can I teach?

What materials or resources do I need to implement the plan?

_____

_____

_____

Session 7: Putting It All Together With a Plan

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_____

_____

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_____

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How do I respond when challenging behavior occurs?	What new skills can I teach?

What materials or resources do I need to implement the plan?

_____

_____

_____

Resource Materials

Session 1:

1. **Providing Positive Feedback and Encouragement**
   https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback_Home.pdf

Session 3:

2. **Time-Out Tips**
   https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Timeout_Tipsheet.pdf
3. **Teaching Rules at Home**
   https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf
4. **Making a Scripted Story**
   https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStories_Home.pdf

Session 4:

5. **Family Routine Guide**
   https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf
6. **Helping Children Transition Between Activities**
   https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf
7. **I Brush My Teeth Example**
   https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth_Tips.pdf
8. **Clean Up Story Example**
   https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_CleanUp_Tips.pdf
9. **Visual Supports for Routines, Schedules, and Transitions**
   https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf

Session 5:

10. **Backpack Connection: How to Help Your Child Learn to Share**
    https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_share.pdf
11. **Backpack Connection: How to Teach Your Child to Appropriately Get Your Attention**
    https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_attention.pdf
12. **Feeling Face Cards**
    https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf
13. **Feeling Wheel**
    https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel_EN-Blank.pdf

14. **This is How I Feel Today board (Feeling Check-In)**
    https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf

15. **Tucker Turtle Takes Time to Tuck and Think at Home scripted story**
    https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf

16. **Self-Regulation Skills: Breathing Strategies**
    https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf

17. **Taking a Break: Using a Calm Down Area at Home**
    https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf

18. **Problem Solving Steps Poster**
    https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf

19. **We Can Be Problem Solvers at Home scripted story**
    https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf

20. **Solution Kit: Home Edition**
    https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf

Session 6:

21. **Reinforcer Inventory**
    https://challengingbehavior.cbcs.usf.edu/docs/Reinforcer-Inventory.pdf

22. **Family Routine Guide**
    https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf