

Tools for Positive Behavior Change Checklist

Participant Name: _____

Behavior Analyst: _____

Note: Each Tool must be correctly demonstrated twice. One of the correct demonstrations must be in the home.

#1 Date Completed	#2 Date Completed	Tool
		<p>Tool # 1 Stay Close You create a safe, positive environment and establish yourself as a source of caring, empathy and positive consequences.</p>
		<p>Tool # 2 Use Reinforcement You provide a consequence after a behavior happens and, as a result, that behavior is more likely to occur in the future.</p>
		<p>Tool # 3 Pivot You withhold your attention when junk behavior happens by turning your attention to someone or something else.</p>
		<p>Tool # 4 Redirect-Use Reinforcement You identify behavior that is inappropriate and/or potentially harmful, redirect that behavior to a different, positive alternative behavior and then reinforce the desired behavior when it occurs.</p>
		<p>Tool # 5 Set Expectations You let the child know what behavior is expected and what the consequences will be for meeting or not meeting the expectation.</p>
		<p>Tool # 6 Use a Contract You make a written agreement with the child that identifies positive expectations and consequences.</p>
		<p>Tool # 7 Use Time Out You interrupt a child's out-of-control behavior to minimize consequences and allow you to attend to appropriate behaviors after the child has maintained a brief period of calm.</p>
		<p>Tool # 8 Assess Behavior Using the ABCs You look at what happens before and right after the child's behavior to figure out why the behavior is happening and what you can do to change it.</p>

Stay Close Tool Checklist

Participant Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Comments
1. Get close to the child within 15 seconds of the Stay Close behavior (move toward child and be within arms reach, etc.).				
2. Touch appropriately (pat, hug, rub, etc.).				
3. Match facial expressions. (Appropriately reflect the emotion of the situation.) ¹				
4. Use appropriate tone of voice (voice matches situation, a neutral monotone is not good enough). ²				
5. Relax your body language within 15 seconds of the Stay Close behavior (relaxed, arms open, attentive, looking at child, etc.). ³				
6. Ask open-ended positive questions (what? who? how? when? where?). ⁴				
7. Listen while the child is speaking. Talk less than the child. (Do not problem-solve unless the child asks for help. Do not interrupt or abruptly change the topic.) ⁵				
8. Use empathy statements. (Act like a mirror and reflect the child's feelings, express understanding, caring, etc.) ⁶				
9. Avoid reacting to junk behavior. ⁷				
10. Stay cool throughout the process (no coercives).				

Trainer's Notes: After step 5, steps do not have to be completed in any particular order.

^{1,2,3} A single instance of a punitive, disgusted or inappropriate facial expression (step 3), tone of voice (step 4) or body language (step 5) during any part of the role play should be scored "no" for step 3, 4, or 5.

⁴ Only one open-ended question is needed to score a "yes" for step 6.

⁵ If problem-solving is used without child the asking for it, score "no" for step 7. If the caregiver begins to problem-solve, note if it occurs *before* or *after* the empathy statement.

⁶ Only one instance of an empathy statement is needed to score a "yes" for step 8.

⁷ A single instance of attending to junk behavior throughout the role play will be scored "no" for step 9.

Overall Comments: (Circle any coercives used: sarcasm/teasing; criticism; threats; arguing; questioning; logic; despair, pleading, hopelessness; force; taking away privileges/items/allowance; one up-man-ship; silent treatment; telling on them to others. Be specific.)

Use Reinforcement Tool Checklist

Participant Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Comments
1. Tell the child what behavior you liked (if this is appropriate).				
2. Provide a consequence for the behavior that matches the value of the behavior.				(Circle those provided): <ul style="list-style-type: none"> • Social Interaction • Verbal praise • Appropriate touch • Tangible item • Privilege • Break from task
3. Provide the positive consequence within 3 seconds of recognizing the appropriate behavior (if possible).				
4. Use sincere and appropriate facial expression, tone of voice and body language.				
5. Avoid reacting to junk behavior.				
6. Avoid coercion & punishment.				

Trainer's Notes:

- ¹ The Stay Close components must be used within 3 seconds of the caregiver responding to the appropriate behavior. If used after 3 seconds or not at all, score these items "no".
- ^{3, 4, 5} Score "No" if there is any instance of inappropriate expression, tone of voice, or body language after the first 3 seconds. If the observation is a competency check-off, caregiver should tell you how they would make sure the consequence is reinforcing without prompting.

Overall Comments: (Circle any coercives used: sarcasm/teasing; criticism; threats; arguing; questioning; logic; despair, pleading, hopelessness; force; taking away privileges/items/allowance; one up-man-ship; silent treatment; telling on them to others. Be specific.)

Pivot Tool Checklist

Participant Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Comments
1. Say nothing about the junk behavior. (For example: Don't say, "Stop that now!" or "Quit doing that!") ¹				
2. Do nothing to react to the junk behavior (for example: don't roll your eyes, stomp out of the room, cross your arms, stare.) ²				
3. Actively attend to another child, person, or activity. (For example: Read a book or praise another child for behaving appropriately.)				
4. Once the child who displayed junk behavior behaves appropriately, provide reinforcement for the appropriate behavior (social interaction, praise, touch, item, and privilege, break from task) within 10 seconds of recognizing the appropriate behavior of this child.				
5. Stay cool. No coercives.				

Trainer's Notes:

^{1,2} Score "No" if there is any response to the junk behavior, including laughing or any change of expression. However, if the caregiver realizes they have responded to the junk behavior and stops the response, note this in the Comments column and reinforce the acknowledgment and correction.

Overall Comments: (Circle any coercives used: sarcasm/teasing; criticism; threats; arguing; questioning; logic; despair, pleading, hopelessness; force; taking away privileges/items/allowance; one up-man-ship; silent treatment; telling on them to others. Be specific.)

Redirect-Use Reinforcement Tool Checklist

Participant Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Comments
1. Get within arm's reach of the child (before saying anything).				
2. Make sure the child stops the inappropriate behavior. (Use gentle physical guidance if necessary.)				
3. Calmly say something like, "Hey (child's name), I want you to (state the positive alternative behavior)."				
4. If the child does not begin to do the suggested activity within 3 seconds, model, or gently guide her/him to do the activity.				
5. Use Reinforcement when the child does the appropriate behavior (praise, touch).				
6. Reinforce the behavior within 3 seconds after the appropriate behavior begins. (Stopping serious behavior may be the appropriate behavior.)				
7. Say nothing and do nothing about junk behavior throughout the process.				
8. Stay cool and use no coercives.				

Overall Comments: (Circle any coercives used: sarcasm/teasing; criticism; threats; arguing; questioning; logic; despair, pleading, hopelessness; force; taking away privileges/items/allowance; one up-man-ship; silent treatment; telling on them to others. Be specific.)

Set Expectations Tool Checklist

Participant Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Comments
Part I. Set the Expectations				
Set the stage ¹				
1. Time (away from the behavior)				
2. Place (uninterrupted)				
3. Set positive tone				
4. State the expectation clearly and specifically (when, where, what, how).				
5. Briefly reflect the child's feelings (empathy), if necessary (for example, "You sound upset..."). ²				
6. Briefly explain the benefits of this expectation, only if the child asks. ³				
Part II: Set the Consequences				
7. State clearly the consequences for meeting and not meeting the expectation.				
8. Negotiate as necessary. ⁴				
9. Ask the child to restate the behavior and the consequences.				
10. Acknowledge and praise the child's restatement.				
11. Avoid reacting to junk behavior of the child, if necessary.				
12. Stay cool throughout the process (no coercives)				

Trainer's Notes:

- ¹ Ask participant to describe when, where, and how setting expectations is occurring (i.e., time, place, tone).
 - ² An empathy statement is only necessary if the child is upset with the expectation.
 - ³ If the child does not ask, have the caregiver explain to you the benefits. Score yes if the reason for doing the behavior is anything but something like, "because I said so" or "so I won't have to do it".
 - ⁴ **Score No:** If the child gave the caregiver an opportunity to negotiate, score item 10 as "no" if the caregiver does any of the following: a) said "No" to the child's request; b) did not negotiate; c) said maybe; or d) put the child off until later. **Score Yes:** If the caregiver negotiates when asked and gives a different consequence than on the original plan OR if the caregiver negotiates without a definite consequence (e.g., says something like "we'll get you a 'special treat' if it rains and you have made your bed"). **Score N/A:** If the child did not give the caregiver an opportunity to negotiate or if the child did not ask, "Why do I have to do it?" score item 11 as "N/A."
- Overall Comments:** (Were any coercives used: sarcasm/teasing; criticism; threats; arguing; questioning; logic; despair, pleading, hopelessness; force; taking away privileges/items/allowance; one up-man-ship; silent treatment; telling on them to others? Be specific.)

Use a Contract Tool Checklist

Participant's Name: _____

Behavior Analyst: _____ Date: _____

Step	Yes	No	N/A	Response
Part I: Make the Contract				
1. Daily expectations (behaviors) are clearly and positively stated.				
2. Weekly expectations are clearly and positively stated.				
3. Expectations are reasonable to current performance.				
4. Immediate consequences for meeting/not meeting are stated in terms of earn/not earn.				
5. Delayed consequences for meeting/not meeting are stated in terms of earn/not earn.				
6. Consequences match the value of the behavior.				
7. Review times stated for daily and weekly review.				
Part II: Review the Contract				
8. Discuss contract positively.				
9. Notice expectations met and use lots of praise.				
10. If expectation <u>IS</u> met, deliver the immediate or delayed positive consequence (for example: sticker, watch a TV show).				
11. If expectation <u>IS NOT</u> met, use one simple empathy statement and review the contract by asking the child to state the expectations and the consequences.				
12. Pivot to the planned discussion when junk behavior happens.				
13. Stay cool throughout the process (no coercives).				

Overall Comments (Were any coercives used, such as sarcasm/teasing, criticism, threats, arguing, questioning, logic, despair, pleading, hopelessness, force? Be specific?):