

DISRUPTIVE BEHAVIOR DISORDERS RATING SCALE—PARENT FORM (FORM 4)

Child's name _____ Age _____ Date _____

Form completed by: _____

Relationship to child: (Circle one)
 Mother Father Stepparent Other: _____ (explain)

Instructions: Circle the number that *best describes* your child's behavior at home over the past 6 months.

	Never or rarely	Sometimes	Often	Very often
1. Fails to give close attention to details or makes careless mistakes in schoolwork	0	1	2	3
2. Has difficulty sustaining attention in tasks or play activities	0	1	2	3
3. Does not seem to listen when spoken to directly	0	1	2	3
4. Does not follow through on instructions and fails to finish work	0	1	2	3
5. Has difficulty organizing tasks and activities	0	1	2	3
6. Avoids tasks (e.g., schoolwork, homework) that require mental effort	0	1	2	3
7. Loses things necessary for tasks or activities	0	1	2	3
8. Is easily distracted	0	1	2	3
9. Is forgetful in daily activities	0	1	2	3
10. Fidgets with hands or feet or squirms in seat	0	1	2	3
11. Leaves seat in classroom or in other situations in which remaining seated is expected	0	1	2	3
12. Runs about or climbs excessively in situations in which it is inappropriate	0	1	2	3
13. Has difficulty playing or engaging in leisure activities quietly	0	1	2	3
14. Is "on the go" or acts as if "driven by a motor"	0	1	2	3
15. Talks excessively	0	1	2	3
16. Blurts out answers before questions have been completed	0	1	2	3
17. Has difficulty awaiting turn	0	1	2	3

(cont.)

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	Never or rarely	Sometimes	Often	Very often
18. Interrupts or intrudes on others	0	1	2	3
19. Loses temper	0	1	2	3
20. Argues with adults	0	1	2	3
21. Actively defies or refuses to comply with adults' requests or rules	0	1	2	3
22. Deliberately annoys people	0	1	2	3
23. Blames others for his/her mistakes or misbehavior	0	1	2	3
24. Is touchy or easily annoyed by others	0	1	2	3
25. Is angry and resentful	0	1	2	3
26. Is spiteful or vindictive	0	1	2	3

Instructions: Please indicate whether your child has done any of these activities in the past 12 months.

- | | | |
|--|----|-----|
| 1. Often bullied, threatened, or intimidated others | No | Yes |
| 2. Often initiated physical fights | No | Yes |
| 3. Used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, or gun) | No | Yes |
| 4. Has been physically cruel to people | No | Yes |
| 5. Has been physically cruel to animals | No | Yes |
| 6. Has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery) | No | Yes |
| 7. Has forced someone into sexual activity | No | Yes |
| 8. Has deliberately engaged in fire setting with the intention of causing serious damage | No | Yes |
| 9. Has deliberately destroyed others' property (other than by fire setting) | No | Yes |
| 10. Has broken into someone else's house, building, or car | No | Yes |
| 11. Often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others) | No | Yes |
| 12. Has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery) | No | Yes |
| 13. Often stays out at night despite parental prohibitions
If so, at what age did this begin? _____ | No | Yes |
| 14. Has run away from home overnight at least twice while living in parent's home, foster care, or group home.
If so, how many times? _____ | No | Yes |
| 15. Is often truant from school
If so, at what age did he/she begin doing this? _____ | No | Yes |

**PARENT HANDOUT FOR STEP 1:
PROFILES OF CHILD AND PARENT CHARACTERISTICS**

Child's name _____ Age _____

Name of parent completing form _____

Relationship to child: _____ Date _____

CHILD CHARACTERISTICS

Please list below any characteristics of your child that you believe may be contributing the child's behavioral difficulties:

Health problems: _____

Physical problems: _____

Developmental delays: _____

Problems with impulse control: _____

Problems with attention span: _____

Problems with activity level: _____

Social behavior problems: _____

Problems with sleeping or eating: _____

Toilet training problems: _____

Emotional problems, irritability: _____

Other problems: _____

PARENT CHARACTERISTICS

List below any problems of your own that you believe may contribute to difficulties you have in managing your child or children:

Health problems: _____

Physical problems: _____

Emotional problems: _____

Thinking problems: _____

Problems with:

Attention span? _____ Activity level? _____

Impulse control? _____ Moodiness? _____

Eating? _____ Sleeping? _____

Other problems: _____

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5. Occupational/employment problems:

6. Problems with relatives/in-laws:

7. Problems with friends:

8. Other sources of stress (religion, conflict over recreational activities for family, drug or alcohol abuse, etc.):

Thank you for taking time to complete this inventory. Your therapist will review it and may decide to talk with you privately about some of these stressors. If you would like your therapist to help you with any of these problems or refer you to other people who may be able to assist you, please indicate that below by checking Yes or No and simply writing the number of the problem area(s) from above.

_____ Yes, I would like help with these areas (list numbers): _____

_____ No, I do not need help with these problem areas.

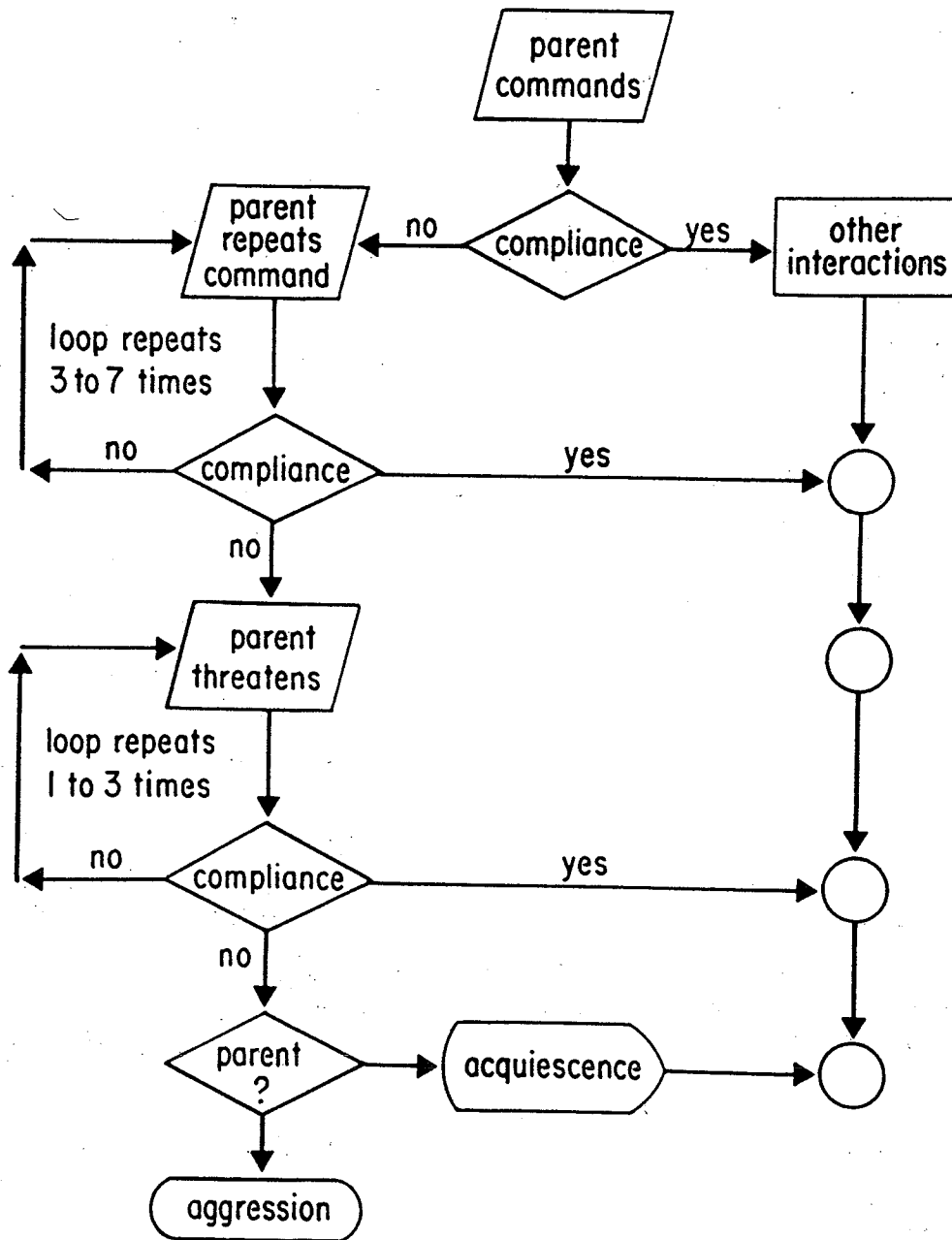


Diagram of Oppositional Defiant Interaction

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PARENT HANDOUT FOR STEP 2: PAYING ATTENTION TO YOUR CHILD'S GOOD PLAY BEHAVIOR

This step of the program involves learning how to pay attention to your child's desirable behavior when it happens during playtime. To learn this, it is first necessary to practice the skills of what we call "paying attention." Later, we will show you how to use these new "attending" skills to increase your child's compliance with commands and requests as well as other positive behavior. Paying attention to your child's play behavior involves the following:

1. If your child is below 9 years of age, select a time each day that is to become your "special time" with your child. This can be after other children are off to school in the morning if you have a preschool child, or after school or dinner if your child is of school age. You are to set aside 20 minutes each day at this time in order to practice this special playtime with your child. If your child is 9 years or older, you do not have to choose a standard time each day for this special time. Instead, find a time each day as it may arise when your child seems to be enjoying a play activity alone. Then, stop what you are doing and begin to join in the child's play, following the instructions below.
2. No other children are to be involved in this special playtime! If you have other children in your family, either have your spouse look after these children while you play with the problem child or choose a time when the other children are not likely to disturb your special time with this child.
3. If you have set up a standard special playtime each day, then when that time comes around simply say to your child, "It's now our special time to play together. What would you like to do?" The child is to choose the play activity, within reason. This should not be a time for watching television. Any other play activity is fine. If you have not set up a standard special playtime, then simply approach your child while he/she is playing alone and ask if you can join in. In either case, the parent is not to take control of the play or direct it—the child is to choose the play activity.
4. **Relax!!!** Casually watch what your child is doing for a few minutes, and then join in where it seems appropriate. Do not try to do this special playtime when you are upset, very busy, or planning to leave the house immediately for some errand or trip, as your mind will be preoccupied by these matters and the quality of your attention to your child will be quite poor.
5. After watching your child's play, begin to describe out loud what your child is doing. This is done to show your child that you find his/her play interesting. It is done something like the way a sportscaster might describe a baseball or football game over the radio. It should be somewhat exciting and action oriented, not dull and in a single tone of voice. In other

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words, occasionally narrate your child's play. Young children really enjoy this. With older children, you should still comment about their play, but less so than with a young child.

6. **Ask no questions and give no commands!!!** This is critical. You are to avoid any questioning of the child where possible, as this is often unnecessary and certainly disruptive to your child's play. It is all right to ask a question to clarify how your child is playing if you are uncertain of what he/she is doing. Otherwise, avoid any questions. Also, give no commands or directions and do not try to teach the child anything during this play. This is your child's special time to relax and enjoy your company, not a time to teach or take over the child's play.
7. Occasionally, provide your child with positive statements of praise, approval, or positive feedback about what you like about his/her play. Be accurate and honest, not excessively flattering. For instance, "I like it when we play quietly like this," "I really enjoy our special time together," or "Look at how nicely you have made that . . ." are all positive, appropriate comments. If you need help thinking of these comments, see the last page of this handout for a list of ways to show approval to your child.
8. If your child begins to misbehave, simply turn away and look elsewhere for a few moments. If the misbehavior continues, then tell your child that the special playtime is over and leave the room. Tell your child you will play with him/her later when he/she can behave nicely. If the child becomes extremely disruptive, destructive, or abusive during play, discipline the child as you might normally do. Your therapist will teach you effective disciplining later in this program.
9. Each parent is to spend 20 minutes with the child in this special playtime. During the first week, try to do this every day or at least 5 times in a week. After the first week, try to have this special time at least 3 to 4 times per week. You should continue this special playtime indefinitely.

This program is easy to read, it is not easy to do!!! Many parents make mistakes during the first few playtimes, usually by giving too many commands and questions or not making enough positive comments to the child. Don't worry about making such mistakes. Just try harder the next time to improve your "attending" skills toward your child. You may want to spend this kind of special playtime with the other children in your family once you have improved your attending skills with the problem child.

SUGGESTIONS FOR GIVING POSITIVE FEEDBACK AND APPROVAL TO YOUR CHILD

Nonverbal Signs of Approval

Hug
Pat on the head or shoulder
Affectionate rubbing of hair
Placing arm around the child

(cont.)

Smiling
A light kiss
Giving a "thumbs-up" sign
A wink

Verbal Approval

"I like it when you. . . . "
"It's nice when you. . . . "
"You sure are a big boy/girl for. . . . "
"That was terrific the way you. . . . "
"Great job!"
"Nice going!"
"Terrific!"
"Super!"
"Fantastic!"
"My, you sure act grown up when you. . . . "
"You know, 6 months ago you couldn't do that as well as you can now—you're really growing up fast!"
"Beautiful!"
"Wow!"
"Wait until I tell your mom/dad how nice you. . . . "
"What a nice thing to do. . . . "
"You did that all by yourself . . . , way to go."
"Just for behaving so well, you and I will. . . . "
"I am very proud of you when you. . . . "
"I always enjoy it when we . . . like this."

Note

1. Always be as immediate as possible with your approval. Don't wait!
2. Always be specific about what it is that you like.
3. Never give a back-handed compliment such as, "It's about time you cleaned your room. Why couldn't you do that before?!!"

PARENT HANDOUT FOR STEP 3: PAYING ATTENTION TO YOUR CHILD'S COMPLIANCE

Although you first learned how to pay attention to your child's play during the special playtimes, you can now use these attending skills to provide approval to your child when he/she follows a command or request. When you give a command, give the child immediate feedback for how well he/she is doing. Don't just walk away, but stay and attend and comment positively.

1. As soon as you have given a command or request and your child begins to comply, praise the child for complying, using phrases such as the following:
 - "I like it when you do as I ask."
 - "It's nice when you do as I say."
 - "Thanks for doing what Mom/Dad asked."
 - "Look at how nicely (quickly, neatly, etc.) you are doing that. . . ."
 - "Good boy/girl for. . . ."

Or use any other statement that specifically says you appreciate that he/she is doing what you asked. You can also use some of the methods of approval provided in your handout for Step 2.

2. Once you have attended to your child's compliance, if you must, you can leave for a few moments, but be sure to return frequently to praise your child's compliance.
3. If you should find your child has done a job or chore without being specifically told to do so, this is the time to provide especially positive praise to your child. You may even wish to provide your child with a small privilege for having done this, which will help your child remember and follow household rules without always being told to do so.
4. You should begin to use positive attention to your child for virtually every command you give him/her. In addition, this week you should choose two or three commands your child follows only inconsistently. You should make a special effort to praise and attend to your child whenever he/she begins to comply with these particular commands.

SETTING UP COMPLIANCE TRAINING PERIODS

Also, it is very important during the next 1-2 weeks that you take a few minutes and specifically train compliance in your child. You can do this very easily. Select a time when your child is not very busy and ask him/her to do very brief favors for you, such as, "Hand me a Kleenex (spoon, towel, magazine, etc.)," or "Can you reach that _____ for me?" We call these "fetch" commands, and they should involve only a very brief and simple effort from your child. Give about five or six of these in a row during these few minutes. As your child follows each one, be sure to provide specific praise for your child's compliance, such as, "I like it when you listen to me," or "It is really nice when you do as I ask," or "Thanks for doing what I asked."

Try to have several of these compliance training periods each day. Because the requests are very simple, most children (even behavior problem children) will do them. This provides an excellent opportunity to catch your child "being good" and to praise his/her compliance.

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PARENT HANDOUT FOR STEP 3: GIVING EFFECTIVE COMMANDS

In our work with many behavior problem children, we have noticed that if parents simply change the way they give commands to their children, they can often achieve significant improvements in the child's compliance. When you are about to give a command or instruction to your child, be sure that you do the following:

1. *Make sure you mean it!* That is, never give a command that you do not intend to see followed up to its completion. When you make a request, plan on backing it up with appropriate consequences, both positive or negative, to show that you mean what you have said.
2. *Do not present the command as a question or favor.* State the command simply, directly, and in a businesslike tone of voice.
3. *Do not give too many commands at once.* Most children are able to follow only one or two instructions at a time. For now, try giving only one specific instruction at a time. If a task you want your child to do is complicated, then break it down into smaller steps and give only one step at a time.
4. *Make sure the child is paying attention to you.* Be sure that you have eye contact with the child. If necessary, gently turn the child's face toward yours to ensure that he/she is listening and watching when the command is given.
5. *Reduce all distractions before giving the command.* This is a very common mistake that parents make. Often, parents try to give instructions while a television, stereo, or video game is on. Parents cannot expect children to attend to them when something more entertaining is going on in the room. Either turn off these distractions yourself or tell the child to turn them off before giving the command.
6. *Ask the child to repeat the command.* This need not be done with each request, but can be done if you are not sure your child heard or understood the command. Also, for children with a short attention span, having them repeat the command appears to increase the likelihood they will follow it through.
7. *Make up chore cards.* If your child is old enough to have jobs to do about the home, then you may find it useful to make up a chore card for each job. This can simply be a 3 x 5 file card. Listed on it are the steps involved in correctly doing that chore. Then, when you want your child to do the chore, simply hand the child the card and state that this is what you want done. Of course, this is only for children who are old enough to read. These cards can greatly reduce the amount of arguing that occurs about whether a child has done a job or chore properly. You might also indicate on the card how much time it should take to be done and then set your kitchen timer for this time period so the child knows exactly when it is to be done.

If you follow these seven steps, you will find some improvement in your child's compliance with your requests. When used with the other methods your therapist will teach you, remarkable improvements can occur in how well your child listens and behaves.

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PARENT HANDOUT FOR STEP 3: ATTENDING TO INDEPENDENT PLAY

Many parents of behavior problem children complain that they are unable to do things, such as talk on the phone, cook dinner, visit with a neighbor, and so forth, without the child interrupting what they are doing. The following steps were designed to help you teach your child to play independently of you when you must be busy with some other activity. It is a very simple procedure that requires you to pay attention and praise your child for staying away and not interrupting you. Many parents provide a lot of attention to a child who is interrupting them but almost no attention to the child when he/she stays away, plays independently, and does not interrupt. No wonder kids interrupt parents so much! To teach your child to stay away from you when you are busy, do the following:

1. When you are about to become occupied with some activity, such as a phone call, reading, fixing dinner, and so forth, give your child a direct command. This command should contain two instructions. One part of it tells the child what he/she is to be doing while you are busy, and the second part specifically tells them not to interrupt or bother you. For instance, you can say, "Mom has to talk on the telephone, so I want you to stay in this room and watch television and don't bother me." Remember, give the child something to do that he/she enjoys and tell him/her you do not want to be bothered while you are busy.
2. Then as you begin your activity, stop what you are doing after a moment, go to the child, and praise the child for staying away and not interrupting. Remind the child to stay with his/her assigned task and not to bother you. Return to what you were doing.
3. Then wait a few moments longer before returning to the child and again praising him/her for not bothering you. Return to your activity, wait a little longer, and again praise the child.
4. Over time, what you are trying to do is gradually to reduce how often you praise the child for not bothering you while you increase the length of time you can stay at your own task. Initially, you will have to interrupt what you are doing and go praise the child very frequently, say every 30 seconds to 2 minutes. After a few times like this, wait 3 minutes before praising the child. Then wait 5 minutes before praising the child. Each time, you return to what you are working on for a slightly longer period of time before going back to praise the child.
5. If it sounds like your child is about to leave what he/she was doing and come to bother you, immediately stop what you are doing, go to the child, praise him/her for not interrupting you, and redirect him/her to stay with the task you gave him/her. The task you give a child should *not* be a chore, but some interesting activity such as coloring, playing with a toy, watching television, cutting out pictures, and so forth.
6. By gradually decreasing how often you praise the child, you will be able to stay with your own task for longer and longer time periods while your child does not interrupt you. As

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soon as you finish what you are doing, go and provide special praise to your child for letting you complete your task. You may even periodically give your child a small privilege or reward for having left you alone while you worked on your project.

Here are some of the activities that parents normally do during which you should try this method to keep your child from bothering you:

Preparing a meal	Talking on the telephone
Talking to an adult	Reading or watching TV
Writing a letter	Visiting others' homes
Doing paperwork	Housecleaning
Talking at the dinner table	Accomplishing any special project

You should choose one or two of these types of activities with which you will practice this method this week. If you choose talking on the phone, you might want to have your spouse or a friend call you one or two times a day simply as a time to practice this method. That way, when important calls do come in, you have already gotten your child to begin to stay away from you so you can handle these calls with fewer interruptions.

PARENT HANDOUT FOR STEP 4: THE HOME POKER CHIP/POINT SYSTEM

When trying to manage a child with behavioral problems, it is common to find that praise is not enough to motivate the child to do chores, follow rules, or obey commands. As a result, it is necessary to set up a more powerful program to motivate the child. One such program that has been very successful with children is the Home Poker Chip Program (for children 4–7 years old) or the Home Point System (for children 8 years old and older). Your therapist will explain in detail how to set up such a program, but here are the steps to follow:

THE HOME POKER CHIP PROGRAM

1. Find or buy a set of plastic poker chips. If the child is 4 or 5 years old, then each chip, regardless of color, represents 1 chip. For 6- to 8-year-olds, the colors can represent different amounts: white = 1 chip, blue = 5 chips, and red = 10 chips. If you use the colors this way, take one of each color, tape it to a small piece of cardboard, and write on each chip how many chips it is worth. Post this card somewhere so your child can easily refer to it.
2. Sit down and explain to your child that you feel he/she has not been rewarded enough for doing nice things at home and you want to change all that. You want to set up a new reward program so your child can earn nice privileges and things for behaving properly. This sets a very positive tone to the program.
3. You and your child should make a nice bank in which he/she will keep the chips earned. A shoe box, coffee can (with a dull edge on the rim), a plastic jar, or some other container can serve as a bank. Have some fun decorating it with your child.
4. Now, you and your child should make up a list of the privileges you want your child to earn with the poker chips. These should include not just occasional special privileges (going to movies, roller skating, buying a toy) but also the everyday privileges your child takes for granted (television, video games, special toys already in the home, riding a bike, going over to a friend's home, etc.). Your therapist will explain what types of privileges you might include on this list. Be sure to have at least 10, and preferably 15, rewards on this list.
5. Now make up a second list that will contain the jobs and chores you often ask this child to perform. These can be typical household chores such as setting the table for a meal, clearing the table after a meal, cleaning a bedroom, making a bed, emptying wastebaskets, and so forth. Also put on the list things like getting dressed for school, getting ready for bed, washing and bathing, brushing teeth, or any other self-help tasks you give a child

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- that normally pose a problem for you. Your therapist can help you decide what types of jobs to put on this list for your child's age group and special problems.
6. Next, take each job or chore and decide how much you feel it is worth in chips. For 4- and 5-year-olds, assign from 1 to 3 chips for most tasks, and perhaps 5 for really big jobs. For 6- to 8-year-olds, use a range of 1 to 10 chips, and perhaps give a larger amount for big jobs. Remember, the harder the job, the more chips you will pay.
 7. Take a moment and add up approximately how many chips you think your child will earn in a typical day if he/she does most of these jobs. Then, remembering this number, decide how many chips your child should have to pay for each of the rewards you listed. We generally suggest that two-thirds of the child's daily chips should be spent on his/her typical daily privileges. This allows the child to save about one-third of his/her chips every day toward the purchase of some of the very special rewards on the list. Don't worry about the exact numbers to use here. Just use your judgment as to how much each reward should cost, be fair, and charge more chips for the special rewards and less for the daily ones.
 8. Be sure to tell your child that he/she will have a chance to earn "bonus" chips when he/she performs a chore in a nice, prompt, and pleasant manner. You will not give these bonus chips all the time, but should give them when your child has done a job in an especially pleasant and prompt manner.
 9. Be sure to tell the child that chips will only be given for jobs that are done on the first request. If you have to repeat a command to the child, he/she will not receive any chips for doing it.
 10. Finally, be sure to go out of your way this week to give chips away for any small appropriate behavior. Remember, you can reward a child even for good behaviors that are not on the list of jobs. Be alert for opportunities to reward the child.

Note: Do not take chips away this week for misbehavior!!! You can do that when your therapist tells you to, but otherwise chips are to be used ONLY as rewards this week, not taken away as punishment.

THE HOME POINT SYSTEM

1. Get a notebook and set it up like a checkbook with five columns, one each for the date, the item, deposits, withdrawals, and the running balance. When your child is rewarded with points, write the job in under "item" and enter the amount as a "deposit." Add it to the child's balance. When your child buys a privilege with his/her points, note the privilege under "item," place this amount in the "withdrawal" column, and deduct this amount from the "balance." The program works just like the chip system except that points are recorded in the book instead of using poker chips.

(cont.)

2. Make up the lists of rewards/privileges and jobs as in the chip program above. Be sure to give the same explanation to the child as to why the point system is being set up. Again, your therapist can help you with these lists.
3. When you get ready to determine how much each job should be paid in points, use larger numbers than in the chip program. We generally use a range of 5 to 25 points for most daily jobs and up to 200 points for very big jobs. Typically, you might consider paying 15 points for every 15 minutes of extended work a child has to do.
4. Then add up how many points you feel your child will earn on an average day for doing his/her routine jobs. Use this number to decide how much to charge for each privilege. Be sure the child has about one-third of his/her daily points free to save up for special privileges. Your therapist can help you in deciding how much to charge for each reward.
5. Follow the same guidelines in using the point system as were given above for the chip program this week. Do not fine the child any points for misbehavior and pay points to the child only if he/she listens to the first command or request. Only parents are to write in the point notebook.

REMINDERS

Review the list of rewards and jobs every month or so and add new ones to each list as you deem necessary. Check with your child for new rewards he/she may want on the list.

You can reward your child with chips or points for almost any form of good behavior. They can even be used in conjunction with Step 3 to reward your child for not bothering or interrupting your work.

Do not give the chips or points away before the child has done what he/she was told to do, only afterward. But be as quick as possible in rewarding the child for compliance. Don't wait to reward!

Both parents should use the chip or point system to make it as effective as possible.

When you give points or chips for good behavior, smile and tell the child what you like that he/she has done.

PARENT HANDOUT FOR STEP 5: TIME OUT!

This is the most critical part of this program! It requires great skill and care to use this time out method with children when they fail to comply with a command or misbehave. Never give a command that you do not intend to back up with consequences if necessary to see that the job gets done. Always provide praise and approval to your child for obeying the first request made. Try as much as possible never to repeat a command after it has been said once to the child. To use time out with your child, do the following:

1. Always give your first command to a child in a firm but pleasant voice. Do not yell it at the child, but also do not ask it as a favor. Follow the suggestions given in Step 3 for giving effective commands. Make it a simple, direct statement to the child in a businesslike tone of voice.
2. After you have given the command, count backwards from 5 to 1 out loud. After the first few weeks of counting out loud, we will ask you to discontinue doing so and just count to yourself. This is so the child will not come to rely on this counting in learning when to comply with a command. But for now, it's okay to count down out loud.
3. If the child has not made a move to comply within these 5 seconds, you should make direct eye contact, raise your voice to a louder level, adopt a firm posture or stance, and say, "If you don't (do what I asked), then you are going to sit in that chair!" (Parent points to the chair in the corner.)
4. Once you give this warning, count down from 5 to 1 again out loud.
5. If the child has not started to comply within these 5 seconds, then take the child firmly by the wrist or upper arm and say, "You did not do as I asked, so you must go to the chair!" This should be said loudly and firmly to the child, and then the child is taken to the time out chair. The child is to go to the chair immediately, regardless of any promises he/she may make. If the child resists, use slight physical force if need be. The child is not to go to the bathroom, get a drink, or stand and argue with the parent. The child is to be taken immediately to the time out chair.
6. Place the child in the chair and say sternly, "You stay there until I tell you to get up!" You may tell the child that you are not coming back to the chair until he/she has become quiet, but don't repeat this too often. Once or twice is enough.
7. Do not argue with the child while he/she is in time out. No one else is to talk to the child during this time. Instead, you should go back to doing your previous work, but be sure to keep an eye on what the child is doing in the chair. When the child has served the appro-

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ropriate time (see below), then return to the child and say, "Are you ready to do as I asked?" If the child did something he/she cannot correct, such as swear or hit, then he/she is simply to promise not to do that again.

8. At this point, the child is to go do what he/she was told to do before going to time out. The parent should then say in a neutral tone of voice, "I like it when you do as I say."
9. Watch for the next appropriate behavior by your child, and then praise the child for it. This ensures that the child always receives as much reward as he/she does punishment in this program and shows him/her that you are not angry at the child but at what the child did.

HOW LONG SHOULD THE CHILD STAY IN TIME OUT?

Your child should stay in time out until three conditions are met:

1. The child must always serve a "minimum sentence" when sent to time out. This should be about 1–2 minutes for each year of his/her age. Use the 1-minute rule for misbehavior that is mild to moderate, and the 2-minute guideline for serious misbehavior.
2. Once the minimum sentence is over, wait until the child is quiet. The first time your child is sent to time out, this may take several minutes to an hour or so. You are not to go to the child until he/she has been quiet for a few moments (about 30 seconds or so), even if it means the child remains in time out for up to 1–2 hours because he/she is arguing, throwing a tantrum, screaming, or crying loudly.
3. Once the child has been quiet for a few moments, the child must agree to do what he/she was told to do. If it was a chore, the child must agree to do it. If it is something the child cannot correct for, such as swearing, lying, and so forth, the child is to promise not to do it again. If the child fails to agree to do what he/she was told (says, "No!"), then tell the child he/she is to sit in the chair until you say he/she can leave. The child is then to serve another minimum sentence, then become quiet, and then agree to do what was asked. The child is not to leave the chair until he/she has agreed to obey the command originally given.

WHAT IF THE CHILD LEAVES THE CHAIR WITHOUT PERMISSION?

Many children will test their parents' authority when time out is first used. They will try to escape from the chair before time is up. Your therapist will discuss with you what actions you should take in punishing your child for leaving the chair. We recommend that the following be done:

1. The first time the child leaves the chair, put him/her back in the chair and say loudly and with a stern appearance, "If you get out of that chair again, I am going to put you in your room!!"
2. When the child leaves the chair again, you are to send the child to his/her bedroom and have the child sit on his/her bed. Be sure that you have removed all of the major play

(cont.)

- items from your child's bedroom before using this procedure so that there is little or nothing attractive to play with while the child is in the room.
3. You may leave the door of the child's bedroom open but if the child attempts to leave the room, the door is to be closed and locked, if necessary, to ensure that the time out period is served.

If you disagree with this method, then your therapist will discuss other alternatives you may use instead.

WHAT SHOULD I CONSIDER AS "LEAVING THE CHAIR"?

Generally, a child is considered to have left the chair if both buttocks leave the flat seat of the chair. Thus, the child can swivel about in the chair on his/her buttocks and does not have to face the wall, but if his/her buttocks leave the seat of the chair, then the procedure described above is to be followed. Rocking the chair and tipping it over is also considered leaving the chair. The child should be warned about this.

WHERE SHOULD THE CHAIR BE PLACED?

The chair should be a straight-backed, dinette-style chair. It should be placed in a corner far enough away from the wall that the child cannot kick the wall while in the chair. There should be no play objects nearby and the child should not be able to watch television from the chair. Most parents use a corner of a kitchen, first-floor laundry room, the foyer or entry area of a home, the middle or end of a long hallway, or a corner of a living room (not occupied by others). The location should be such that the parents can observe the child while continuing about their business. Do not use bathrooms, closets, or the child's bedroom. Sometimes, the child can be told to sit on a step at the bottom of a stairway going to a second floor of the home, but a chair is usually preferred.

WHAT TO EXPECT THIS WEEK

If your child follows the pattern typical of most behavior problem children, you can expect that he/she will become quite upset when first sent to time out. As a result, the child may become quite angry and vocal while in time out, or may cry because his/her feelings have been hurt. For many children, this prolonged tantrum or crying results in their having to remain in time out well past their "minimum sentence" because they are not yet quiet. They may therefore spend anywhere from 30 minutes to 1 or 2 hours during the first time out before becoming quiet and agreeing to do what was asked of them. With each use of time out after that, you will find your child becoming quiet much sooner. Eventually, the child will be quiet for most or all of the "minimum sentence" and will agree to do what was asked immediately thereafter. You will also find that your child will begin to obey your first commands, or at least your warnings about time out, such that the frequency of time out eventually decreases. However, this may take several weeks to achieve. Try to remember during this first week of time out that you are not harming your child, but helping to

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teach him/her better self-control, respect for parental authority, and the ability to follow rules. Your child may not be happy with this method, but then sometimes children must experience unhappiness if they are to learn certain rules expected to be followed within families and society.

REMINDERS

The child is not to leave the time out chair to use the bathroom or get a drink until his/her time is up and he/she has done what was asked. If children are permitted to do so, they will come to use this demand as a means of escaping from time out on each occasion they are placed in the chair. In addition, if a child is placed in time out during a mealtime, the child is to miss that meal or that portion of mealtime that was spent sitting in the chair. No effort is made to prepare the child a special snack later to compensate for having missed the meal. What makes time out effective is what your child misses while in the chair, and so efforts should not be made to make up for anything the child misses while in time out. Your therapist will discuss with you many ploys children use to try to escape the chair before their time is up. Be sure to ask how to handle each one of them.

If you expect your child will become physically aggressive with you when you try to use time out, ask your therapist how to deal with this situation.

You are to use the time out method for only one or two types of noncompliance during the next week. This prevents your child from being punished excessively at the start of this program. Your therapist will explain these restrictions to you.

If you have any problems with this procedure, call your therapist immediately! Your therapist will provide you with telephone numbers where you can reach him/her this week, should you have problems with this method.

If you want to use the time out method for bedtime behavior problems, please wait 1 week before doing so, as you may find such problems diminish by working on other problems first.

Do not use this procedure out of the home until your therapist tells you to do so.

PARENT HANDOUT FOR STEP 7: ANTICIPATING PROBLEMS—MANAGING CHILDREN IN PUBLIC PLACES

After your child has been trained to comply with commands at home, it will be easier to teach the child to do so in public places such as stores, restaurants, shopping malls, and church. The key to managing children successfully in public places is to establish a plan that you will follow in dealing with your child BEFORE you go into the public place and to make sure that your child is aware of this plan. There are three to four easy rules to follow before you enter any public place:

RULE 1: SET UP THE RULES BEFORE ENTERING THE PLACE

Just before you are about to enter a public place, such as a store, STOP!!! Stand aside and let others enter the place, but don't do so until you have reviewed the important rules of conduct with your child. For instance, for a store the rules for a young child might be: "Stand close, don't touch, and don't beg." For an older child, they might be: "Stay next to me, don't ask for anything, and do as I say." Give your child about three or four rules to follow. These should be rules that are commonly violated by the child in that particular place. After you have told the child the rules, the child is to say them back to you. You and your child are not to enter the place until the child has said these rules. If your child refuses to say them, then warn the child that he/she will be placed in time out in the car. If the child still refuses, then return to your car and place the child in time out there for failing to comply with your request.

RULE 2: SET UP AN INCENTIVE FOR THE CHILD'S COMPLIANCE

While still standing outside the place, tell your child what he/she will earn for adhering to the rules you have just specified and for behaving appropriately in the place. For children who are on a poker chip or point system, these can be used. For children too young for those systems, take along a small bag of snack food (peanuts, raisins, pretzels, corn chips, etc.) to dispense to your child for good behavior throughout the trip. On occasion, you may wish to promise your child a purchase of some sort at the end of the trip, but this should only be done on rare occasions and for exceptionally good behavior during the trip so the child does not come to expect such a purchase as a routine part of any trip away from home. Some parents occasionally promise the child a special privilege at home after the trip. This is fine, but where possible use your chip or point system, as it allows you to reward the child immediately during the trip for good behavior.

RULE 3: SET UP YOUR PUNISHMENT FOR NONCOMPLIANCE

While still outside the place, tell your child what the punishment will be for not following the rules or for misbehavior. In most cases, this will be the loss of points or chips for minor rule violations and the use of time out for moderate to major misbehavior or noncompliance. Do not be afraid to use the time out method in a public place, as it is the most effective method for teaching the child

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to obey rules in such places. After you have explained the punishment to the child, then you may enter the public place. Upon doing so, you should begin immediately to do two things: Look around the public place for a convenient time out location if you should need one, and begin attending to and praising your child for following the rules.

If you are using your poker chip or point system, you should give chips or points to your child periodically throughout the trip rather than waiting until the end to provide the reward. In addition, frequent praise and attention should be given to the child for obeying the rules.

RULE 4: GIVE YOUR CHILD AN ACTIVITY TO DO

If possible, think of some activity that your child can do or help with while in this public place so as to occupy his/her time. Part of the reason children misbehave in stores is that they have nothing constructive or helpful to do. This gives them ample time to get into things they shouldn't or find ways to behave foolishly, often only to entertain themselves during the trip. If you are shopping, give your child activities to do to help with the shopping. Any activity you assign your child to do is better than nothing, so even if you have to make up some activity that is not totally constructive, assign something for your child to do.

IN THE PUBLIC PLACE

Once you enter the public place, identify where you will give your child time out, if necessary. Then start to reward him/her with tokens periodically for listening and obeying the rules. If your child starts to misbehave, IMMEDIATELY take away chips/points or place the child in time out. Do not repeat commands or warnings to the child, as the child was already forewarned outside the store as to what would happen if he/she misbehaved. Here are some convenient time out places:

In Department Stores: Take the child to an aisle that is not used much by others and place the child facing a dull side of a display counter or a corner; take the child to the coat section and have him/her face the coat rack; use the gift wrap/credit department area where there is a dull corner; use a dull corner of a restroom; use a changing or dressing room, if nearby; use a maternity section (these are usually not very busy and there are sympathetic moms there).

In Grocery Stores: Have the child face the side of a frozen foods counter; take the child to the furthest corner of the store; find the greeting card display and have the child face the dull side of the counter while you look at cards. It is difficult to find a time out place in most grocery stores, so you may have to use one of the alternatives to time out listed below.

In Church: Take the child to the "crying room" often found in most churches, where mothers take irritable babies during the service; use the foyer or entryway to the church; use a restroom off the lobby of the church.

In a Restaurant: Use the restrooms. Otherwise, use one of the alternatives listed below.

When in Another's Home: Be sure to explain to your hosts that you are using a new child management method and you may need to place your child in a chair or stand the child in a dull corner

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somewhere if misbehavior develops. Ask them where one could be used. If this cannot be done in the other's home, then use one of the alternatives listed below.

During a Long Car Trip: Review the rules with the child and set up your incentive before having the child enter the car. Be sure to take along games or activities for the child to do during the trip. If you need to punish the child, pull off the road to a safe stopping area and have the child serve the time out on the floor of the back seat or seated outside the car on a floor mat near the car. Never leave the child in the car unattended and never leave your child unsupervised if he/she is sitting outside the car.

If you use time out in a public place, the minimum sentence needs to be only one-half what it normally is at home, because time out in public places is very effective with children. Also, if the child leaves time out without permission, take away tokens or points as part of his/her token system.

IF YOU CANNOT USE TIME OUT IN THE PUBLIC PLACE

There are always a few places where placing your child in a corner for misbehavior is not possible. Here are some alternatives, but they should be used only where you cannot find a time out area:

1. Take the child outside of the building and have him/her face the wall.
2. Take the child back to your car and have him/her sit on the floor of the back seat. Stay beside the child or in the front seat of the car.
3. Take along a small spiral notepad. Before entering the public place, tell the child that you will write down any episode of misbehavior and the child will then have to go to time out as soon as you get home for any misbehavior. You will find it helpful to take a picture of the child when he/she is in time out at home and keep this with your notepad. Show this picture to the child in front of the public place and explain that this is where he/she can expect to go when you return home if he/she misbehaves.
4. Take along a ballpoint or felt-tip pen. Tell the child in front of the public place that if he/she misbehaves, you will place a hash mark on the back of the child's hand. The child will then serve a minimum sentence in time out at home for each hash mark on the hand.

Important reminder: Whenever you are out with your child, be sure to **act quickly** to deal with misbehavior so that it does not escalate into a loud confrontation with the child or a temper tantrum. Also, be sure to give frequent praise and rewards throughout the trip to reinforce your child's good behavior.

PARENT HANDOUT FOR STEP 8: USING A DAILY SCHOOL BEHAVIOR REPORT CARD

A daily school behavior report card involves having the teacher send home an evaluation of your child's behavior in school that day, which can be used by you to give or take away rewards available at home. These cards have been shown to be effective in modifying a wide range of problems with children at school. Due to their convenience and cost effectiveness and the fact that they involve both the teacher(s) and parents, they are often one of the first interventions you should try if behavior problems at school are occurring with your child. The teacher reports can consist of either a note or a more formal report card. We recommend the use of a formal behavior report card like those shown at the end of this handout. The card should list the "target" behavior(s) that are to be the focus of the program on the left-hand side of the card. Across the top should be numbered columns that correspond to each class period at school. The teacher gives a number rating reflecting how well the child did for each of these behaviors for each class period. Some examples are provided at the end of this handout.

HOW THE DAILY REPORT CARD WORKS

Using this system, teacher reports are typically sent home on a daily basis. As the child's behavior improves, the daily reports can be reduced to twice weekly (Wednesdays and Fridays), once weekly, or even monthly, and finally phased out altogether. A variety of daily report cards may be developed and tailored for your child. Some of the behaviors targeted for the program may include both social conduct (shares, plays well with peers, follows rules) and academic performance (completes math or reading assignments). Targeting low academic performance (poor production of work) may be especially effective. Examples of behaviors to target include completing all (or a specified portion of) work, staying in the assigned seat, following teacher directions, and playing cooperatively with others. Negative behaviors (e.g., aggression, destruction, calling out) may also be included as target behaviors to be reduced by the program. In addition to targeting class performance, homework may be included. Children sometimes have difficulty remembering to bring homework assignments home. They may also complete their homework but forget to return the completed work to school the next day. Each of these areas may be targeted in a school behavior report card program.

It is recommended that the number of target behaviors you work on be kept to about four or five. Start out by focusing on just a few behaviors you wish to change, to help maximize your child's success in the program. When these behaviors are going well, you can add a few more problem behaviors as targets for change. We recommend including at least one or two positive behaviors that the child is currently doing well with, so that the child will be able to earn some points during the beginning of the program.

Typically, children are monitored throughout the school day. However, to be successful with problem behaviors that occur very frequently, you may want to have the child initially rated for only a

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portion of the school day, such as for one or two subjects or classes. As the child's behavior improves, the card can be expanded gradually to include more periods/subjects until the child is being monitored throughout the day. In cases where children attend several different classes taught by different teachers, the program may involve some or all of the teachers, depending on the need for help in each of the classes. When more than one teacher is included in the program, a single report card may include space for all teachers to rate the child. Alternatively, different report cards may be used for each class and organized in a notebook for children to carry between classes. Again, the card shown at the end of this handout can be helpful because it has columns that can be used to rate the child by the same teacher at the end of each subject, or by different teachers.

The success of the program depends on a clear, consistent method for translating the teacher's reports into consequences at home. One advantage of school behavior report cards is that a wide variety of consequences can be used. At a minimum, praise and positive attention should be provided at home whenever a child does well that day at school, as shown on the report card. With many children, however, tangible rewards or token programs are often necessary. For example, a positive note home may translate into television time, a special snack, or a later bedtime. A token system may also be used in which a child earns points for positive behavior ratings and loses points for negative ratings. Both daily rewards (e.g., time with parent, special dessert, television time) and weekly rewards (e.g., movie, dinner at a restaurant, special outing) may be included in the program.

ADVANTAGES OF THE DAILY REPORT CARD

Overall, daily school behavior report cards can be as or even more effective than classroom-based behavior management programs, with effectiveness increased when combined with classroom-based programs. Daily reports seem particularly well suited for children because the children often benefit from the more frequent feedback than is usually provided at school. These programs also give parents more frequent feedback than would normally be provided by the child. As you know, most children, when asked how their school day went, give you a one-word answer, "Fine," which may not be accurate. These report card programs also can remind parents when to reward a child's behavior, and forewarn parents when behavior is becoming a problem at school and will require more intensive work. In addition, the type and quality of rewards available in the home are usually far more extensive than those available in the classroom, a factor that may be critical with children who need more powerful rewards.

Aside from these benefits, daily school report cards generally require much less time and effort from your child's teacher than do classroom-based programs. As a result, teachers who have been unable to start a classroom management program may be far more likely to cooperate with a daily report card that comes from home.

Despite the impressive success of report card programs, the effectiveness of the program depends on the teacher accurately evaluating the child's behavior. It also hinges on the fair and consistent use of consequences at home. In some cases, children may attempt to undercut the system by failing to bring home a report. They may forge a teacher's signature or fail to get a certain teacher's

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signature. To discourage these practices, missing notes or signatures should be treated the same way as a "bad" report (i.e., child fails to earn points or is fined by losing privileges or points). The child may even be grounded for the day (no privileges) for not bringing the card home.

SOME EXAMPLES OF DAILY SCHOOL REPORT CARDS

Several types of school behavior report cards that rely on daily school behavior ratings will be discussed here. Two examples are provided at the end of this handout. These are the cards we recommend most parents use if they want to start a school behavior report card quickly. One card is for classroom behavior, the other is for recess behavior. Use whichever card is most appropriate for the problems your child is having at school. Two sets of each card are provided so that you can make photocopies of that page and then cut the page in half to make double the number of cards.

Notice that each card contains five areas of potential behavior problems that children may experience. For the class behavior report card, columns are provided for up to seven different teachers to rate the child in these areas of behavior or for one teacher to rate the child many times across the school day. We have found that the more frequent the ratings, the more effective is the feedback for the children and the more informative the program is to you. The teacher initials the bottom of the column after rating the child's performance during that class period to ensure against forgery. If getting the correct homework assignment home is a problem for some children, the teacher can require the child to copy the homework for that class period on the back of the card before completing the ratings for that period. In this way, the teacher merely checks the back of the card for the child's accuracy in copying the assignment and then completes the ratings on the front of the card. For particularly negative ratings, we also encourage teachers to provide a brief explanation to you as to what resulted in that negative mark. The teachers rate the children using a 5-point system (1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor).

The child takes a new card to school each day. These can be kept at school and a new card given out each morning, or you can provide the card as your child leaves for school, whichever is most likely to be done consistently. As soon as the child returns home, you should immediately inspect the card, discuss the positive ratings first with your child, and then proceed to a neutral, business-like (not angry!) discussion with your child about any negative marks and the reason for them. Your child should then be asked to formulate a plan for how to avoid getting a negative mark tomorrow. You are to remind your child of this plan the next morning before your child departs for school. After the child formulates the plan, you should award your child points for each rating on the card and deduct points for each negative mark. For instance, a young elementary school aged child may receive five chips for a 1, three for a 2, and one chip for a 3, while being fined three chips for a 4 and five chips for a 5 on the card. For older children, the points might be 25, 15, 5, -15, and -25, respectively, for marks 1-5 on the card. The chips or points are then added up, the fines are subtracted, and the child may then spend what is left of these chips on the privileges on the home reward menu.

Another daily report card program is provided for dealing with behavior problems and getting along with others during school recess periods or free time periods each day. Again, two cards

(cont.)

are provided on the page so that you can make photocopies of the page and cut the pages in half to double the number of cards. The card is to be completed by the teacher on recess duty during each recess or free time period. It is inspected by the class teacher when the child returns to the classroom, and then should be sent home for use, as above, in a home chip/point system. The classroom teacher should also be instructed to use a "think aloud-think ahead" procedure with the child just prior to the child's going out for recess or free time. In this procedure, the teacher (1) reviews the rules for proper recess behavior with the child and notes that they are written on the card, (2) reminds the child that he/she is being watched by the teacher on recess duty, and (3) directs the child to give the card immediately to the recess monitor so the monitor can evaluate the child's behavior during recess or free time.

As these cards illustrate, virtually any child behavior can be the target for treatment using behavior report cards. If the cards shown here are not suited for your child's behavior problems at school, then design a new card with the assistance of your therapist, using the blank cards provided at the end of this handout. They do not take long to construct and can be very helpful in improving a child's school behavior and performance.

DAILY SCHOOL BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today in the areas listed below. Use a separate column for each subject or class period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial the box at the bottom of your column. Add any comments about the child's behavior today on the back of this card.

Behaviors to be rated:	Class periods/subjects						
	1	2	3	4	5	6	7
Class participation							
Performance of class work							
Follows classroom rules							
Gets along well with other children							
Quality of homework, if any given							
Teacher's initials							

Place comments on back of card

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DAILY SCHOOL BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today in the areas listed below. Use a separate column for each subject or class period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial the box at the bottom of your column. Add any comments about the child's behavior today on the back of this card.

Behaviors to be rated:	Class periods/subjects						
	1	2	3	4	5	6	7
Class participation							
Performance of class work							
Follows classroom rules							
Gets along well with other children							
Quality of homework, if any given							
Teacher's initials							

Place comments on back of card

DAILY RECESS AND FREE TIME BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today during recess or other free time periods in the areas listed below. Use a separate column for each recess/free time period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial at the bottom of the column. Add any comments on the back.

Behaviors to be rated:	Recess and free time periods				
	1	2	3	4	5
Keeps hands to self; does not push, shove					
Does not tease others; no taunting/put-downs					
Follows recess/free time rules					
Gets along well with other children					
Does not fight or hit; no kicking or punching					
Teacher's initials					

Place comments on back of card

----- Cut here after photocopying -----

DAILY RECESS AND FREE TIME BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today during recess or other free time periods in the areas listed below. Use a separate column for each recess/free time period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial at the bottom of the column. Add any comments on the back.

Behaviors to be rated:	Daily recess and free time periods				
	1	2	3	4	5
Keeps hands to self; does not push, shove					
Does not tease others; no taunting/put-downs					
Follows recess or free time rules					
Gets along well with other children					
Does not fight or hit; no kicking or punching					
Teacher's initials					

Place comments on back of card

DAILY SCHOOL BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today in the areas listed below. Use a separate column for each subject or class period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial the box at the bottom of your column. Add any comments about the child's behavior today on the back of this card.

Behaviors to be rated:	Class periods/subjects						
	1	2	3	4	5	6	7
Teacher's initials							
Place comments on back of card							

----- Cut here after photocopying -----

DAILY SCHOOL BEHAVIOR REPORT CARD

Child's name _____ Date _____

Teachers:

Please rate this child's behavior today in the areas listed below. Use a separate column for each subject or class period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial the box at the bottom of your column. Add any comments about the child's behavior today on the back of this card.

Behaviors to be rated:	Class periods/subjects						
	1	2	3	4	5	6	7
Teacher's initials							
Place comments on back of card							

PARENT HANDOUT FOR STEP 9: MANAGING FUTURE BEHAVIOR PROBLEMS

At this point, you have learned a wide variety of methods for rewarding or punishing your child's behavior. Hopefully, you have found these methods to be effective in improving your child's conduct. However, all children occasionally develop behavior problems, and there is no reason to think that your child will not occasionally develop new problems as he/she grows up. You now have the skills to deal with these problems if you will simply take the time to think about them and set up your own management program. Here are some steps to follow if a new problem develops or an old problem returns:

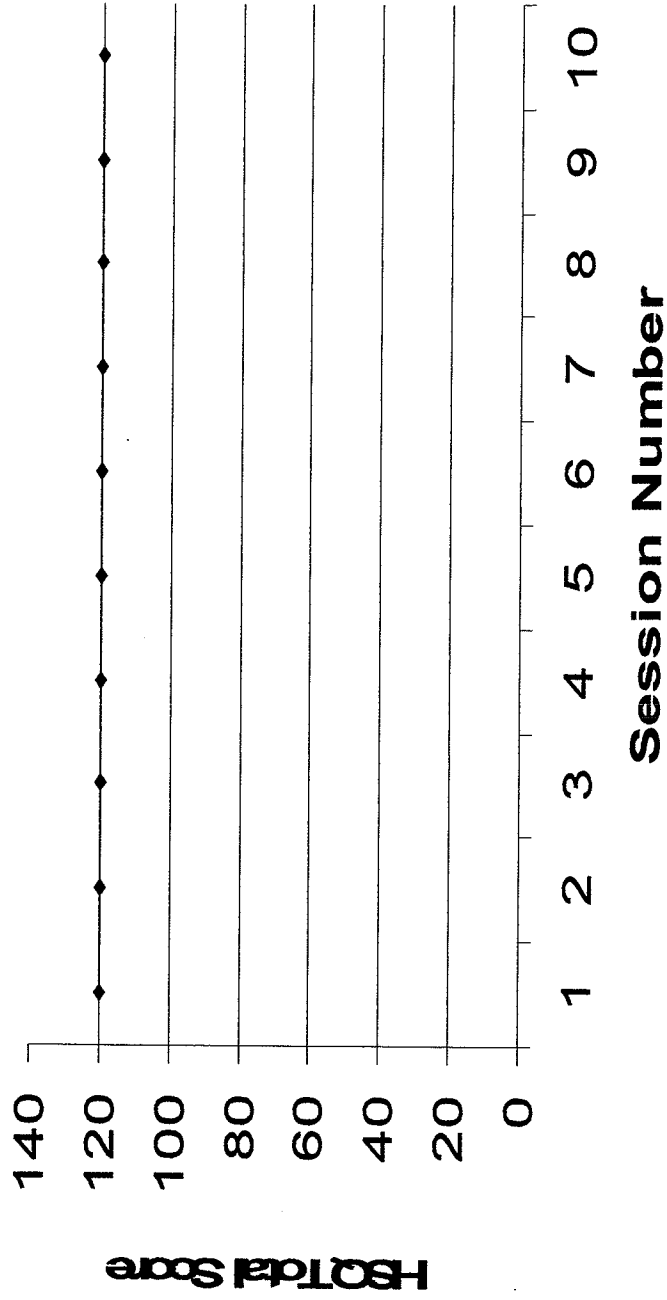
1. Take out a notebook and begin recording the behavior problem. Try to be specific about what your child is doing wrong. You should record the rule you asked the child to follow that is now being broken, what exactly he/she is doing wrong, and what you are now doing to manage it.
2. Keep this record for a week or so. Then examine it to see what clues it may give you about how to deal with the problem. Many parents find they have returned to some of their old, ineffective habits of dealing with the child and that this has caused the problem. Here are some common mistakes to which parents return:
 - a. Repeating your commands too often.
 - b. Not giving effective commands (see Step 3).
 - c. Not providing attention, praise, or a reward to the child for following the rule correctly. You have stopped your poker chip or points system too early.
 - d. Not providing discipline immediately for the rule violation.
 - e. Stopping your special playtime with the child.

Obviously, if you find yourself slipping back into these old habits, correct them. Go back and review your handouts from this program to make sure you are using the methods properly.

3. If you need to, set up a special program for managing the problem:
 - a. Explain to your child exactly what you expect her/him to be doing in the problem situation.
 - b. Set up a poker chip or point system to reward the child for following the rules.
 - c. Use time out immediately each time the problem behavior occurs.
 - d. If your notes indicate that the problem seems to be occurring in one particular place or situation, then follow the four steps you were taught to use for public places: (1) anticipate the problem, (2) review the rules just before the problem develops, (3) review the incentives for good behavior, and (4) review the punishment for misbehavior with your child.
 - e. Keep recording the behavior problem in your notebook so you can tell when it begins to improve.
4. If these methods fail to work, call your therapist for an appointment and bring along your notes.

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Evaluation of Barkley Defiant Child Program



Name of Client _____
Treatment Dates _____
Therapist _____
Date of Report _____