

Sleep Problems Assignment

Getting better sleep takes time and small, consistent changes. Use this worksheet to think through your child's current bedtime routine and choose a few strategies to try. Focus on one or two things at a time, and don't worry about being perfect—small progress is still progress.

Pre-Bedtime Strategy

Choose 1 or 2 small changes you want to try this week: (Check all that apply)

- ☐ Set a consistent bedtime and wake-up time
- ☐ Create a calming bedtime routine
- ☐ Reduce screen time before bed
- ☐ Move bedtime earlier by 15–30 minutes
- ☐ Dim lights and reduce noise 30 minutes before bed
- ☐ Other: _____

What Challenges Are You Facing?

Write down what's making bedtime hard right now.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

What's Already Working in Your Routine?

List 2–3 things that help bedtime go more smoothly.

- 1 _____
- 2 _____
- 3 _____

After Bedtime Strategy

Choose 1–2 strategies to test this week.
(Check all that apply)

- ☐ Offer a small reward for staying in bed
- ☐ Guide them back to bed calmly and quietly if they get up
- ☐ Stay in the room at first, then slowly fade your presence
- ☐ Other: _____

Emotional Regulation Assignment

Observe and Support

Pay attention to a moment when your child experiences a big emotion. Try to stay calm and supportive as they work through it.

What happened?	How did your child react?	What did you do to help?	What worked or didn't work?

Teach a Coping Skill

When your child is calm, introduce one simple strategy they can use when they feel upset. Choose one below:

- ☐ Take a deep breath together
- ☐ Offer a fidget toy or sensory tool
- ☐ Use a calm-down space
- ☐ Show them how to ask for help
- ☐ Use a visual schedule or timer

Celebrate Progress

Notice and encourage your child's efforts, even small ones. Try saying:

- "I noticed how you..."
- "That was a great way to handle..."
- "You worked so hard to..."
- "I love how you..."
- "You did a great job..."
- "I saw you stop and think before..."
- "You handled that situation really well by..."
- "That was a smart choice to..."
- "You are getting so good at..."

Navigating Sibling Relationships Assignment

Observe and Reflect

Take time this week to notice how your children interact—both the positive moments and the challenges. Record what you see below.

What happened?	How did they interact?	What did you do to support it?	What worked or didn't work?

Plan a Positive Interaction

Choose one activity this week that encourages teamwork or connection between siblings. It can be something simple like building with blocks, cooking together, or playing a game.

What activity will you plan?

Prepare the Environment

Think about how you'll set the stage for success. Write one way you'll support a positive sibling experience:

- How will you model or prompt kindness?
- Will you set rules or reminders before the activity?
- How will you reinforce cooperation?

Sustainable Parenting Assignment

Complete each section by listing simple, realistic actions or ideas. These don't need to be big—focus on what feels manageable right now.

What Helps Me Feel Better (Even a Little Bit)

List small things that help you feel a little more grounded, calm, or cared for—even if just for a moment.

- 1
- 2
- 3
- 4
- 5

Habits I'd Like to Build

List small habits you'd like to work toward, such as taking a deep breath before responding, journaling for 2 minutes, or drinking water regularly.

- 1
- 2
- 3
- 4
- 5

My Support System

List the people, services, or groups you can turn to for support (big or small—this could be a friend, therapist, BCBA®, or online group).

- 1
- 2
- 3
- 4
- 5

Encouraging Thoughts to Tell Myself

List some helpful reminders or affirmations for tough moments—things you want to remember when you're overwhelmed or feeling discouraged.

- 1
- 2
- 3
- 4
- 5

Teaching Community and Life Skills Assignment

Choose one ABA strategy that you're currently using with your child and go through the troubleshooting steps outlined in this lesson. Write your responses below.

Choose a Life Skill

Pick a skill that would help your child become more independent at home or in the community.

- ☐ Dressing
- ☐ Bathing
- ☐ Ordering at a restaurant
- ☐ Crossing the street safely
- ☐ Other: _____

Break It Down

What are the steps needed to complete the skill?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

What Motivates Your Child?

What possible reinforcers could you offer?

- 1 _____
- 2 _____
- 3 _____

Where Will You Practice the Skill?

Choose a location to practice the skill.

- ☐ Home
- ☐ Grocery Store
- ☐ Park
- ☐ Other: _____

Troubleshooting Assignment

Choose one ABA strategy that you're currently using with your child and go through the troubleshooting steps outlined in this lesson. Write your responses below.

Step 1: Check Your Expectations

Are your expectations of the interventions realistic?

- ☐ Have I given it enough time?
- ☐ Have I looked for small progress?
- ☐ Have I considered other factors?

Step 3: Make a Small Adjustment

What changes could you make to the strategy?

- 1
- 2
- 3

Choose 1 to implement:

Step 2: Define the Problem

Identify 3 factors that might be impacting the effectiveness of the intervention.

- 1
- 2
- 3

Step 4: Observe and Assess

How did your child respond?

- ☐ Improved
- ☐ Stayed the same
- ☐ Got worse

Step 5: Know When to Seek Help

Do you feel confident in continuing to adjust this strategy on your own?

- ☐ Yes - Keep adjusting
- ☐ No - Contact the BCBA®

Using Technology to Support ABA Assignment

Try It Out

Choose one technology tool (such as a visual schedule app, timer, or reinforcement tracker) to support your child this week. Use it during a routine, transition, or skill-building activity.

What did you try?	When did you use it?	How did your child respond?	What might you change next time?

Choose a Focus

What skill or routine do you want to support with technology? Choose one:

- ☐ Morning routine
- ☐ Bedtime routine
- ☐ Transitions between activities
- ☐ Waiting or turn-taking
- ☐ Task completion (e.g., chores, schoolwork)

Tech-Free Time Planning

Plan at least one tech-free activity you and your child can enjoy together this week.

Here are some examples:

- Go for a walk
- Build with blocks or Legos
- Read a book
- Cook or bake something simple
- Do a puzzle

FCT Assignment

Think about how your child currently communicates and how you can introduce a new, more effective way for them to express their needs. Use the prompts below to guide your plan.

Current Communication Behaviors

List three challenging behaviors your child uses to communicate.

- 1
- 2
- 3

Identifying the Function

For each behavior, write what you think your child is trying to communicate.

- 1
- 2
- 3

Choosing a New Communication Method

What communication method will you teach your child? (Check one or more)

- ☐ Verbal Words/Phrases
- ☐ Gestures/Signs
- ☐ Picture Exchange or Visual Cards
- ☐ AAC Device

Practice Plan

Where will you practice this skill?
(Check all that apply)

- ☐ Home
- ☐ Community
- ☐ School or daycare
- ☐ Other

Who will help reinforce the new communication? (Check all that apply)

- ☐ Parents
- ☐ Teachers
- ☐ Siblings
- ☐ Other Caregivers/Family

Play Skills Assignment

Think about your child's favorite activities and objects. What are some ways that you can join, imitate and then expand her play using some of these ideas?

Join

- 1
- 2
- 3
- 4
- 5

Imitate

- 1
- 2
- 3
- 4
- 5

Expand

- 1
- 2
- 3
- 4
- 5

Task Analysis Assignment

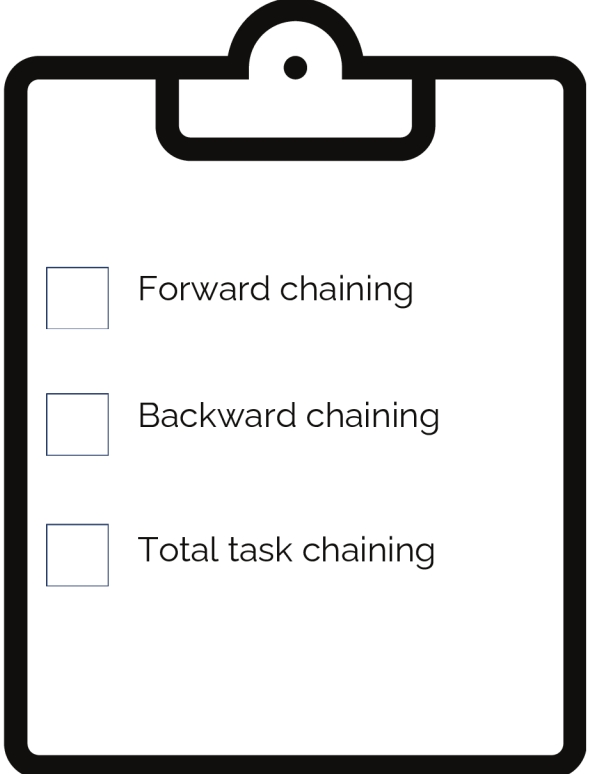
Think about the skills you want to teach your child. The following is a list of ideas to get you started:

- Bathing
- Hand washing
- Chores
- Dressing
- Brushing teeth

Make a list of the skills you want to teach and then think about which teaching strategy you want to try.

Targets

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



☐ Forward chaining

☐ Backward chaining

☐ Total task chaining

Toilet Training Assignment

Toilet training often provokes fear and anxiety for both parents and children alike. Parents wonder if they will ever be rid of diapers forever and children simply don't understand what they are supposed to do.

To get started with the toilet training process, spend a little time planning:

When will you commit to having
your child in underwear?

How often will you take him
to the bathroom?

What reinforcers will you offer your child?

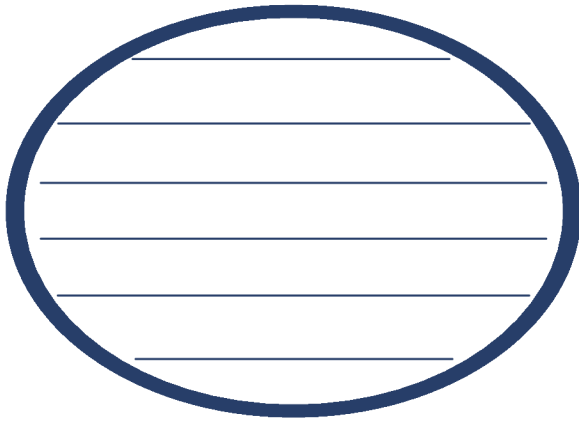
For sitting

For voiding

Teaching Social Skills Assignment

Choose 4 goals from your observation and assessment that would most benefit your child.
Brainstorm ideas for teaching those skills.

Goal:

An oval-shaped box with a thick dark blue border. Inside, there are seven horizontal blue lines for writing.

Goal:

A rectangular box with a thick dark blue border. Inside, there are seven horizontal blue lines for writing.

Goal:

A parallelogram-shaped box with a thick dark blue border. Inside, there are seven horizontal blue lines for writing.

Goal:

A rounded rectangular box with a thick dark blue border. Inside, there are three horizontal blue lines for writing.

Social Skills Goals Assignment

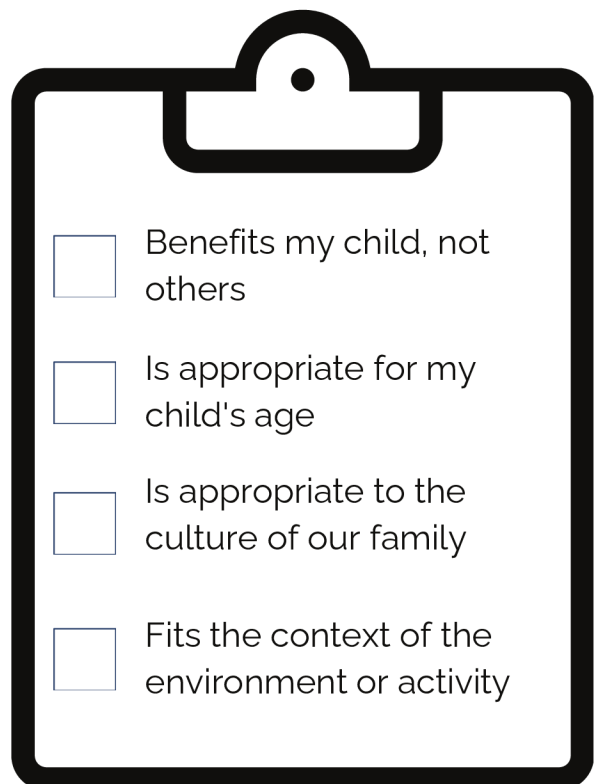
Observe your child's interactions with both peers and adults. Observe his skills in the following areas:

- Self-regulation and awareness
- Social communication
- Perspective taking
- Problem solving
- Social play
- Work-related social skills

Now choose some possible targets based on your observations. Make sure the targets meet the requirements in the checklist below.

Targets

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐
- 6 ☐
- 7 ☐
- 8 ☐
- 9 ☐
- 10 ☐



- ☐ Benefits my child, not others
- ☐ Is appropriate for my child's age
- ☐ Is appropriate to the culture of our family
- ☐ Fits the context of the environment or activity

Social Skills Assignment

Social skills are a complex group of skills that help us relate to and interact with others.

Make a list of assumptions you might have about social skills. Make another list of situations where you use social skills in your own life.

Assumptions

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Social Situations

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Prompting Assignment

We use prompts in lots of different situations, often without realizing that we do it. When you remind your child to use soap when washing her hands, that's a prompt.

Make a list of all the different ways you already use prompts to help your child perform tasks. Think about all 3 main types of prompts used in ABA: physical, verbal, and visual.

Physical Prompts

Verbal Prompts

Visual Prompts

Reinforcement Assignment

Reinforcement is essential for teaching new skills. Different reinforcers are effective for teaching different skills. Change the reinforcer depending on what your child is motivated for in the moment and the difficulty of the task.

Sort the activities, objects and social reinforcers that motivate your child by how motivating each item usually is. Motivation often changes over time, so this just provides you with a guide to get started.

Most motivating

Usually motivating

Sometimes
motivating

Collaborative Relationship Assignment

Your relationship with your child has a significant impact on your ability to teach him new skills.

Make a list of activities that he enjoys engaging in with you like blowing bubbles, swinging or being tickled. Make another list of toys or objects that he enjoys that you can give him access to.

Activities

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Toys or Objects

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

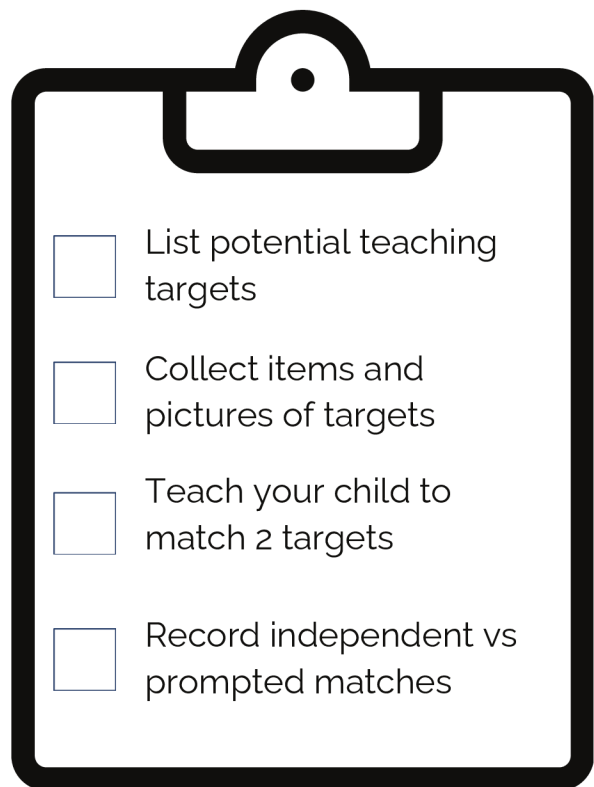
Matching Assignment

Complete each task listed below. As your child becomes independent with matching identical objects or pictures, introduce nonidentical matching and finally object to picture or picture to object matching.

Include matching as part of every day activities and during play. Make it fun for your child and avoid pressuring her.

Targets

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐
- 6 ☐
- 7 ☐
- 8 ☐
- 9 ☐
- 10 ☐



- ☐ List potential teaching targets
- ☐ Collect items and pictures of targets
- ☐ Teach your child to match 2 targets
- ☐ Record independent vs prompted matches

Motor Imitation Assignment

Imitation allows your child to build independence and problem solving by learning to attend to those around him and do what they do.

Make a list of activities that are made easier by imitation then make a second list of simpler movements that will lead to those more complex activities.

Activities

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Simpler Movements

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Complex Listener Skills Assignment

List some possible teaching targets below. Include targets that relate to the feature, function or class or an object. Begin with targets that are familiar for your child and gradually introduce ones that are more novel.

Feature

- 1
- 2
- 3
- 4
- 5

Class

- 1
- 2
- 3
- 4
- 5

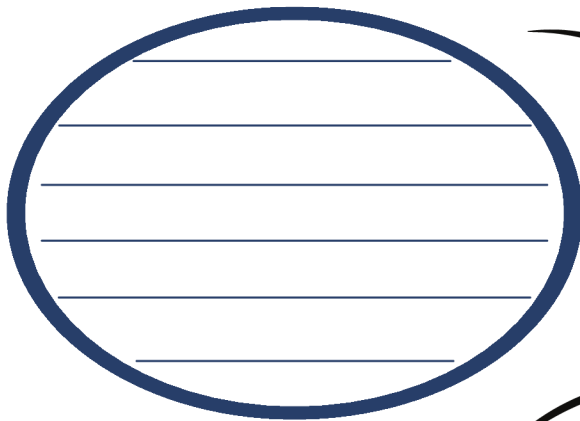
Function

- 1
- 2
- 3
- 4
- 5

Basic Listener Skills Assignment

Complete each task listed below. As she becomes independent with the targets you teach, choose new ones, gradually making the tasks more difficult.

Choose object targets.



An oval shape with a thick dark blue border and five horizontal blue lines inside for writing.

Choose body parts targets.



A rectangle shape with a thick dark blue border and five horizontal blue lines inside for writing.

Choose action targets.



A parallelogram shape with a thick dark blue border and five horizontal blue lines inside for writing.

Choose one-step directions.



A rounded rectangle shape with a thick dark blue border and three horizontal blue lines inside for writing.

Verbal Responding Assignment

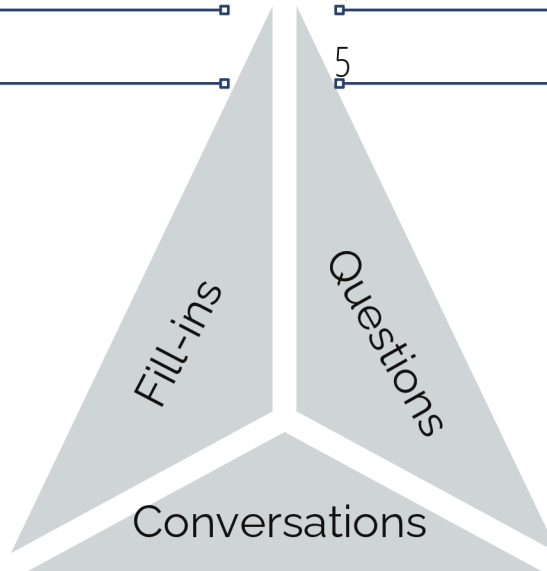
List some possible teaching targets below. Include targets that are somehow related to things your child's most interested in. Create opportunities to practice responding throughout your child's day.

Fill-ins

- 1
- 2
- 3
- 4
- 5

Questions

- 1
- 2
- 3
- 4
- 5

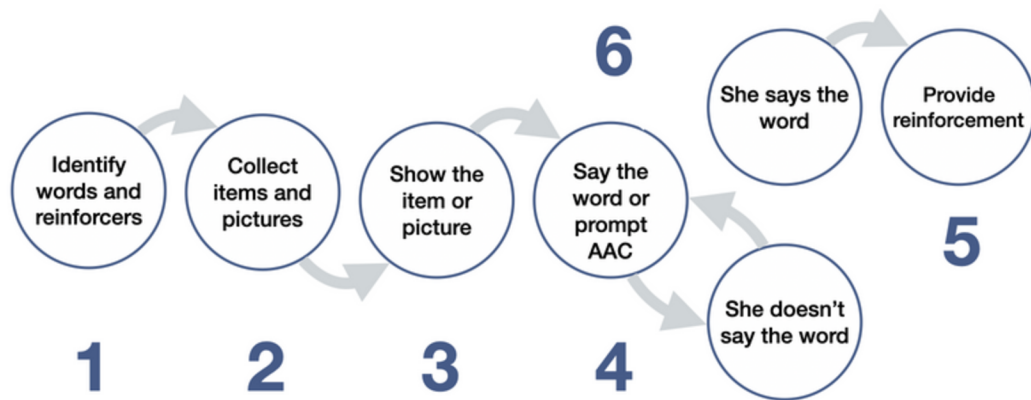


Conversations

- 1
- 2
- 3

Labeling Things in the Environment Assignment

Complete each task listed below. As she becomes independent with the labels you teach, choose new targets. If she gets stuck, problem solve with your BCBA.



Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

☐	List words and reinforcers
☐	Collect items and pictures
☐	Teach 2 labels using the process above
☐	Record independent vs prompted labels

Expanding Speech Sounds Assignment

Make a list of the speech sounds your child currently makes. Make another list of words that include those sounds related to activities he enjoys.

Sounds

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

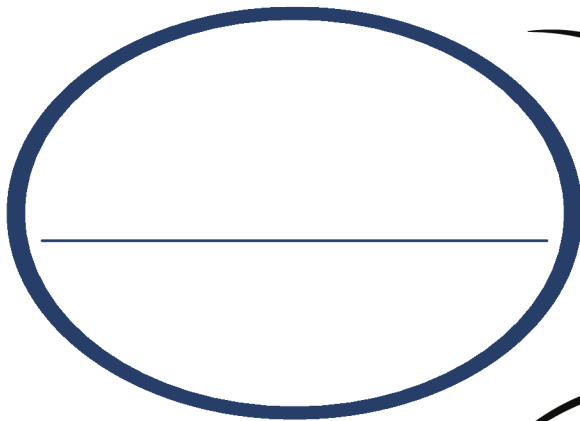
Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Teaching Requesting Assignment

Think about each step in the process and answer the questions in the space provided or on a separate piece of paper.

What type of communication is
right for your child?



What targets will you start with?



Which items can you limit access to?



When will you teach the request?



Introduction to Communication Assignment

How does your child communicate with you? What are the things she says and does to let you know she wants something? How does she get your attention?

Make a list of the spoken words she says most often and of the other ways she communicates with you.

Spoken Language

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- _____

Other Ways of Communicating

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Understanding Motivation Assignment

Make a list of your child's favorite things. Remember, you will need to limit access to these things. If you can't limit access, don't include it on the list.

Foods

- 1
- 2
- 3
- 4
- 5

Toys

- 1
- 2
- 3
- 4
- 5

Activities

- 1
- 2
- 3
- 4
- 5

Electronics

- 1
- 2
- 3
- 4
- 5

Identifying Skill Deficits Assignment

What are your child's greatest areas of need? Think about what you want your child to learn in each of the areas of skill development. Write your answers below.

Expressive Communication

1 _____

2 _____

Listener Skills

1 _____

2 _____

Imitation Skills

1 _____

2 _____

Play Skills

1 _____

2 _____

Social Skills

1 _____

2 _____

Life Skills

1 _____

2 _____

Academics

1 _____

2 _____

Other

1 _____

2 _____