

Workbook

ACHIEVE PARENT TRAINING CURRICULUM



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ACHIEVE PARENT TRAINING CURRICULUM: COMPANION WORKBOOK

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WHO IS THIS FOR?

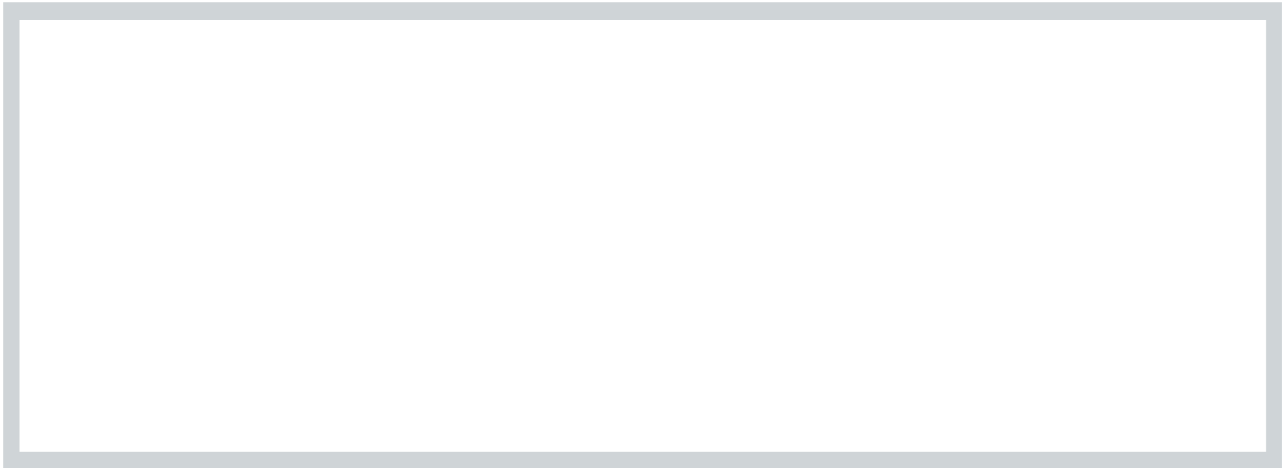
This workbook is the companion to the complete curriculum: ACHIEVE Parent Training Curriculum: Effective ABA Training through Partnership. Here you will find all activities, assignments and quizzes included in the curriculum.

This workbook is intended to be given to parents and caregivers so that they can complete their tasks and keep their responses with them as they progress through the training. Extra space is also included to take notes during meetings and collect ABC or SABC data.

This workbook doesn't replace the curriculum. If you have not purchased the curriculum this workbook may not be for you.

PURPOSE AND EXPECTATIONS

HOW WILL THIS TRAINING IMPROVE YOUR CHILD'S LIFE?

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WHAT ARE YOUR EXPECTATIONS FOR TRAINING?

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CAN YOU THINK OF WAYS YOU MIGHT NEED TO CHANGE YOUR BEHAVIOR?

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Purpose and Expectations Assignment

Make a list of at least 5 things you hope to gain from parent training. Include anything on your list that is relevant to you and your child, even if it doesn't directly relate to ABA such as:

- Understanding your child better
- Having someone to talk to who understands autism and what you're struggling with
- Hope for your child's future

1

2

3

4

5

Expectations and Availability

Make another list of your expectations and availability for parent training. If you work full-time, you might need to think outside the box about scheduling. While some BCBA's might be able to work around your work schedule, many juggle different work and home responsibilities. Consider times or methods that you might not otherwise choose:

- Lunch break
- Early before work
- Telehealth if your insurance allows

1

2

3

4

5

Meeting Notes

MEETING NOTES

Purpose and Expectations Quiz

1. Often, ABA helps to change challenging behavior by:
 - A. Forcing the child to sit at a table and do discrete trials
 - B. Teaching the child to suppress their unique personality
 - C. Teaching caregivers to change their own behavior
 - D. Randomly rewarding behavior

2. ABA is medically necessary for many autistic children and should last for the individual's entire lifetime.
 - A. True
 - B. False

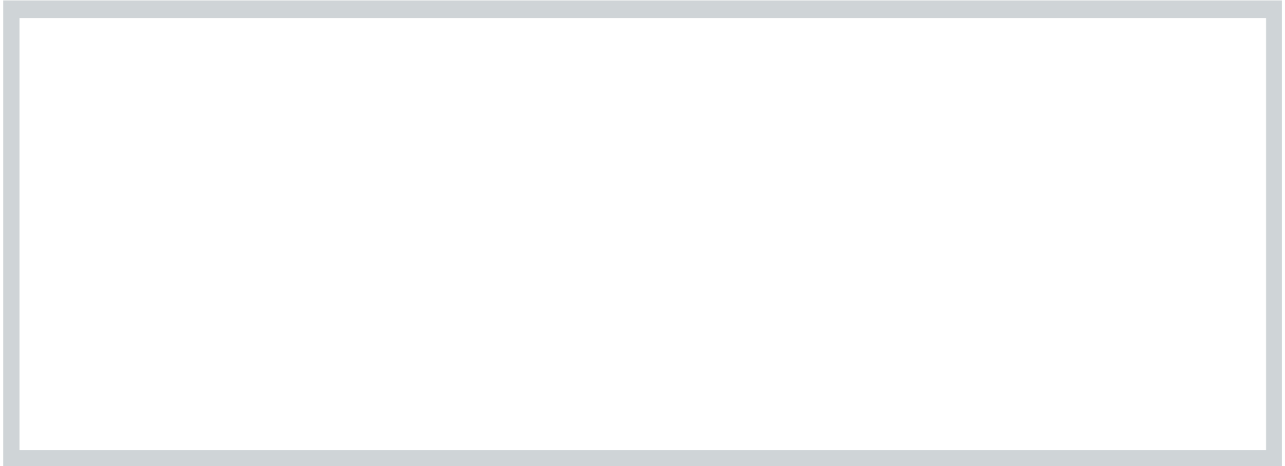
3. Sending your child to ABA will fix his behavior even if you don't change things at home.
 - A. True
 - B. False

4. Parent coaching is important because it helps you:
 - A. Understand your child
 - B. Builds rapport and trust
 - C. Provides a source of validation
 - D. All of the above

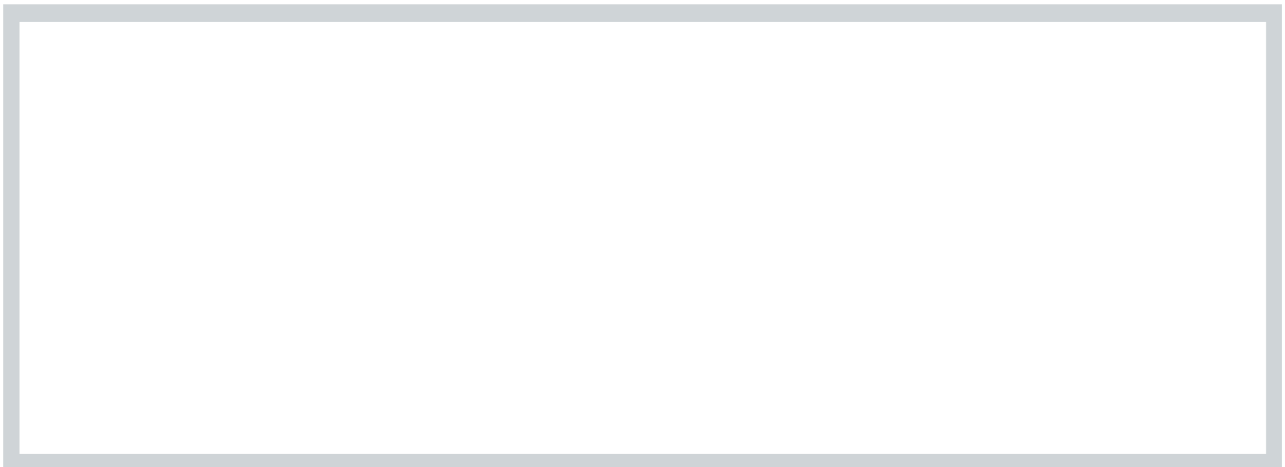
5. ABA parent coaching will give you the tools you need to know how best to respond to your child's behavior at home.
 - A. True
 - B. False

SCOPE AND STRUCTURE

WHAT GOALS DO YOU HAVE FOR YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write their goals for their child.

DO YOU WANT TO START SMALL OR CHALLENGE YOURSELF?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question about starting small or challenging themselves.

Scope and Structure Assignment

Prepare for parent training by filling in the form below with questions you might have or areas you want to understand better. During parent training, use the form to take notes so you remember what the BCBA said. Highlight any areas or terminology you don't fully understand. Store completed forms either by date or by subject in a binder for future reference.

GOALS AND PROGRESS

ABA PRINCIPLES

DATA REVIEW & PROBLEM SOLVING

HOMEWORK

Meeting Notes

MEETING NOTES

Scope and Structure Quiz

1. Parent coaching includes goal development, ABA principles, data review, problem solving and
 - A. Complex Interventions
 - B. RBT Training
 - C. Homework
 - D. Discussion of crisis of the day every session
2. ABA services should include either skill acquisition goals or behavior reduction goals, not both.
 - A. True
 - B. False
3. The BCBA will teach you everything that an RBT knows.
 - A. True
 - B. False
4. Learning ABA strategies helps you use them at home and leads to greater success for your child.
 - A. True
 - B. False
5. You should implement all the interventions used during ABA therapy at home every day.
 - A. True
 - B. False

GOAL SETTING

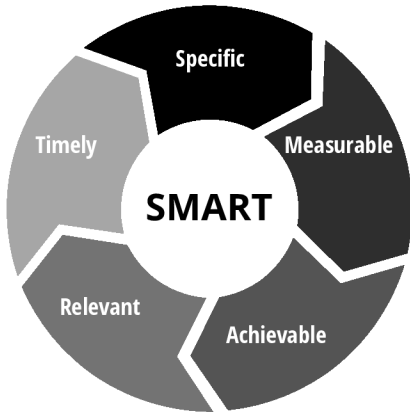
WHAT GOALS DO YOU HAVE FOR YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for writing goals for a child.

WHAT GOALS DO YOU HAVE FOR YOURSELF?

A large, empty rectangular box with a light gray border, intended for writing goals for oneself.

Goal Setting Assignment



Setting goals is an important first step in accomplishing anything. Goals set a direction and destination. They help determine progress. Without them, there's no way to know if you accomplished what you set out for.

When setting goals, consider both long- and short-term goals. Break up complex goals into smaller, more attainable steps.

Long-Term Goals

Short-Term Goals

SMART Goals

Meeting Notes

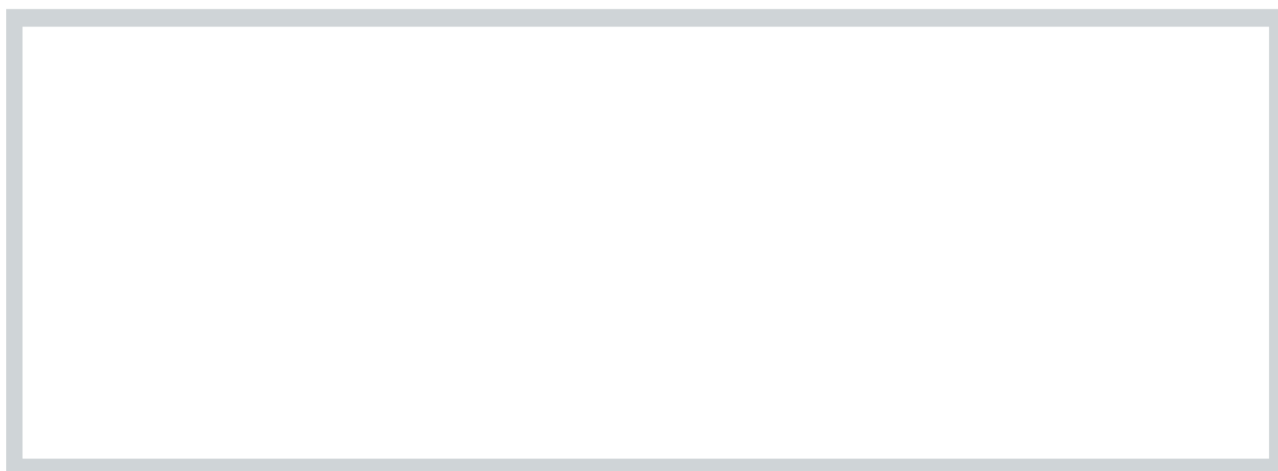
MEETING NOTES

Setting Effective Goals Quiz

1. Writing a goal that thoroughly describes the behavior you want to increase or decrease is covered by which component of SMART?
 - A. Specific
 - B. Measurable
 - C. Achievable
 - D. Relevant
 - E. Timely
2. Writing a goal that is meaningful to your child and will lead to a better quality of life is covered by which component of SMART?
 - A. Specific
 - B. Measurable
 - C. Achievable
 - D. Relevant
 - E. Timely
3. Writing a goal that includes a deadline of some sort is covered by which component of SMART?
 - A. Specific
 - B. Measurable
 - C. Achievable
 - D. Relevant
 - E. Timely
4. Writing a goal that is likely to be effective in the given time frame is covered by which component of SMART?
 - A. Specific
 - B. Measurable
 - C. Achievable
 - D. Relevant
 - E. Timely
5. Writing a goal that includes an element that can be counted is covered by which component of SMART?
 - A. Specific
 - B. Measurable
 - C. Achievable
 - D. Relevant
 - E. Timely

ABA STRATEGIES THAT STICK


WHICH DAILY ROUTINES COULD YOU EMBED ABA STRATEGIES INTO?

A large, empty rectangular box with a light gray border, intended for writing a response to the question above it.

**WHAT IS ONE SMALL CHANGE YOU
COULD MAKE THIS WEEK?**

A rectangular box with a light gray border, intended for writing a response to the question above it.

**HOW WILL YOU CELEBRATE YOUR
SUCCESS?**

A rectangular box with a light gray border, intended for writing a response to the question above it.

ABA Strategies That Stick

Assignment

Write down three daily routines and think about one ABA strategy you could add to each routine.

Routine	ABA Strategy

Create a plan to reinforce your efforts at integrating ABA into your routines. Identify specific behaviors or ABA strategies you want to encourage for yourself, then identify reinforcers you can provide to yourself! Make this fun and keep it motivating!

Behavior	Reinforcement

Barriers will inevitably come up when you try to integrate ABA strategies into your routine. Develop a plan for how you will overcome common barriers. Plan for the common barriers and identify barriers that might be unique to you and your family.

Barrier	Plan to Overcome
Forgetting to implement	
Feeling overwhelmed	
Strategy not working as expected	
No time	
Big behaviors	
Inconsistency among caregivers	

Meeting Notes

MEETING NOTES

ABA Strategies That Stick Quiz

1. Why is building habits important when using ABA strategies?
 - A. Habits make strategies automatic, reducing stress and increasing consistency
 - B. Habits guarantee that your child will always follow the rules
 - C. Habits ensure you never forget any ABA strategy ever again
 - D. Habits replace the need for professional ABA services

2. What is the best way to start building new habits?
 - A. Implement multiple strategies all at once
 - B. Focus on just one strategy at a time and tie it to an existing routine
 - C. Wait until you feel ready to commit to all strategies at once
 - D. Start with the hardest strategies to build confidence

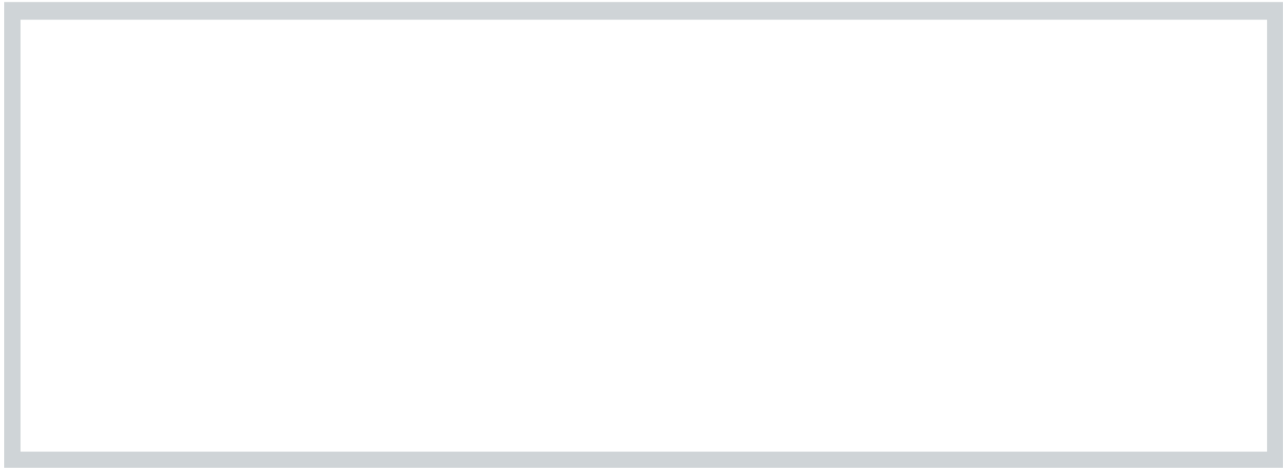
3. What is a common solution to forgetting to use an ABA strategy?
 - A. Set reminders like sticky notes or phone alarms
 - B. Practice all strategies at every opportunity throughout the day
 - C. Only use the strategy when your child is calm
 - D. Ask your BCBA to remind you during every session

4. How can parents reinforce themselves for using ABA strategies?
 - A. By ignoring their own progress and focusing only on the child
 - B. By rewarding themselves with small treats or moments of relaxation for meeting goals
 - C. By practicing strategies with their child for several hours at a time
 - D. By making a list of everything they forgot to do

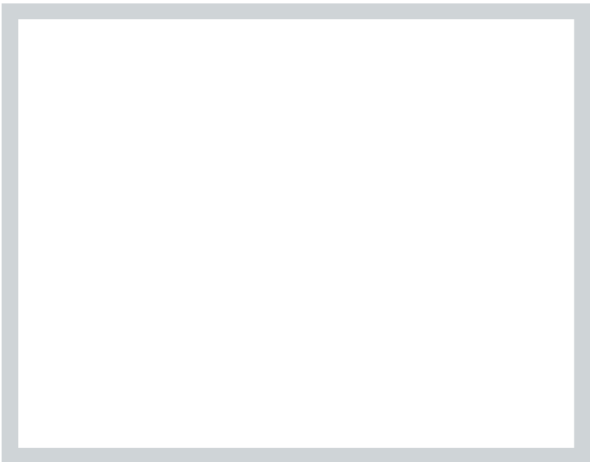
5. Which of the following statements about making ABA strategies a natural part of life is TRUE?
 - A. ABA strategies only work when you completely change your daily routines
 - B. ABA strategies are too complex to fit into normal routines
 - C. ABA strategies should be woven into your existing routines to feel more natural
 - D. ABA strategies will only work if every family member is a trained professional

UNDERSTANDING APPLIED BEHAVIOR ANALYSIS

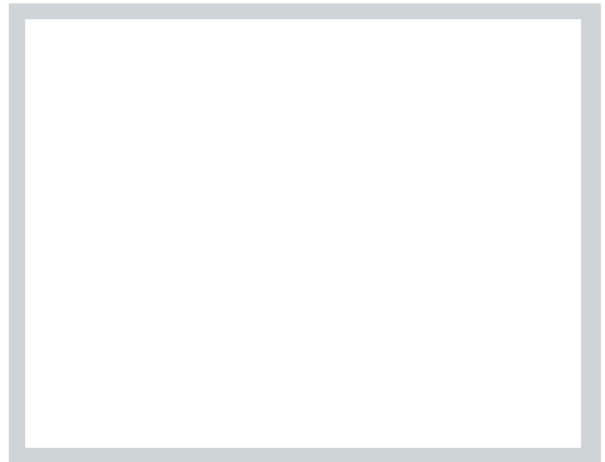
WHAT ARE YOUR BELIEFS ABOUT ABA?

A large, empty rectangular box with a light gray border, intended for a person to write their beliefs about Applied Behavior Analysis (ABA).

**WHAT ARE SOME OTHER OVERT
BEHAVIORS?**

A rectangular box with a light gray border, intended for a person to list other overt behaviors.

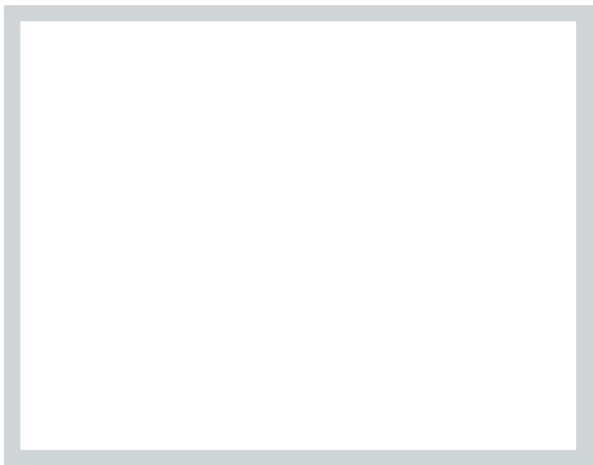
**WHAT ARE SOME OTHER COVERT
BEHAVIORS?**

A rectangular box with a light gray border, intended for a person to list other covert behaviors.

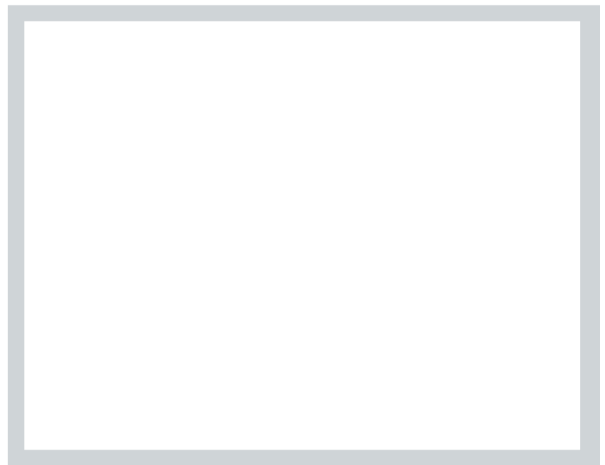
WHAT BEHAVIORS MIGHT BE OUT OF CONTEXT FOR YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for writing a response to the question above.

**WHAT ARE SOME THINGS YOUR
CHILD MIGHT WANT TO ACCESS?**

A rectangular box with a light gray border, intended for writing a response to the question above.

**WHAT ARE SOME THINGS YOUR
CHILD MIGHT WANT TO ESCAPE?**

A rectangular box with a light gray border, intended for writing a response to the question above.

Understanding ABA Assignment

Think about your own behavior. What are some things that you do regularly? Make a list of 5 behaviors you engage in on a daily basis.

- 1
- 2
- 3
- 4
- 5

Now use the table below to answer the following questions:

- Which behaviors are beneficial and which would you prefer to change?
- Why do you continue to engage in the behavior?

Behavior	Desirable or Undesirable?	Why Does It Continue?
<input type="text"/>		<input type="text"/>
1 <input type="text"/>		<input type="text"/>
2 <input type="text"/>		<input type="text"/>
3 <input type="text"/>		<input type="text"/>
4 <input type="text"/>		<input type="text"/>
5 <input type="text"/>		<input type="text"/>

Understanding Your Child's Behavior

Now think about your child's behavior. What are some things that they do regularly? Make a list of 5 behaviors they engage in on a daily basis.

- 1
- 2
- 3
- 4
- 5

Now use the table below to answer the following questions:

- Which behaviors are beneficial and which would you prefer to change?
- Why do you think your child continues to engage in the behavior?

Behavior	Desirable or Undesirable?	Why Does It Continue?
<input type="text"/>		<input type="text"/>
1 <input type="text"/>		<input type="text"/>
2 <input type="text"/>		<input type="text"/>
3 <input type="text"/>		<input type="text"/>
4 <input type="text"/>		<input type="text"/>
5 <input type="text"/>		<input type="text"/>

Meeting Notes

MEETING NOTES

Understanding ABA Quiz

1. ABA is primarily used to target covert behaviors.
 - A. True
 - B. False

2. ABA is a way to manipulate and control your child.
 - A. True
 - B. False

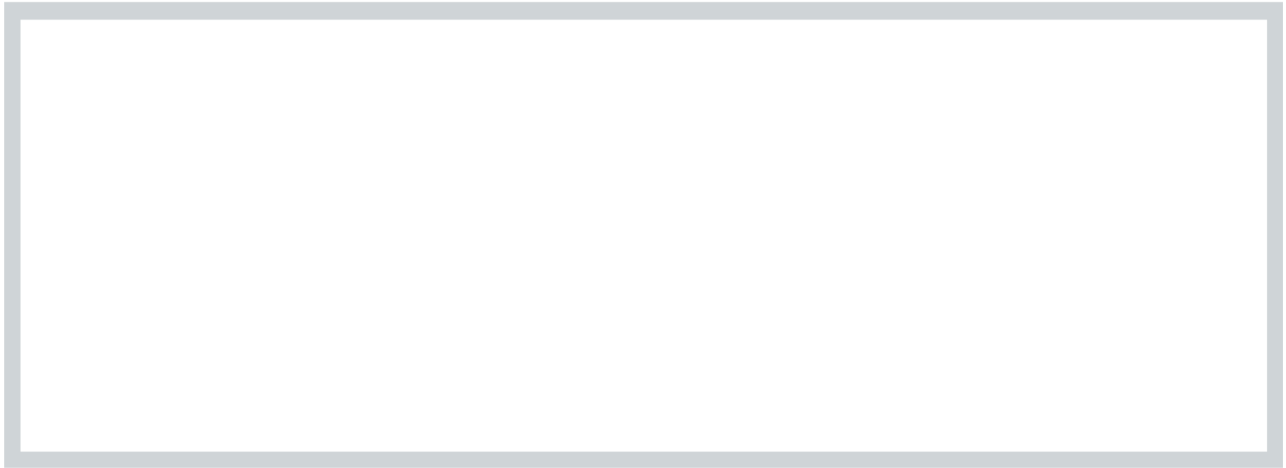
3. ABA is a scientifically driven treatment that focuses on teaching skills and _____.
 - A. Getting rid of stims
 - B. Gaining compliance
 - C. Reducing problem behavior
 - D. Making autistics act like their peers

4. ABA is an individualized approach and the interventions will be customized to your child's unique characteristics.
 - A. True
 - B. False

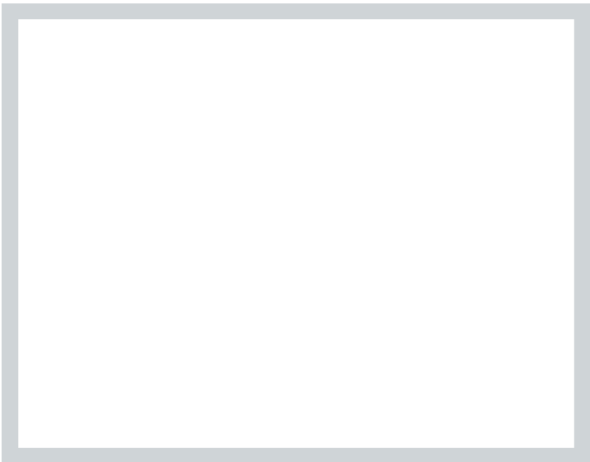
5. ABA can help reduce which of the following behaviors:
 - A. Aggression
 - B. Breathing
 - C. Blinking
 - D. Thinking

SUSTAINABLE PARENTING

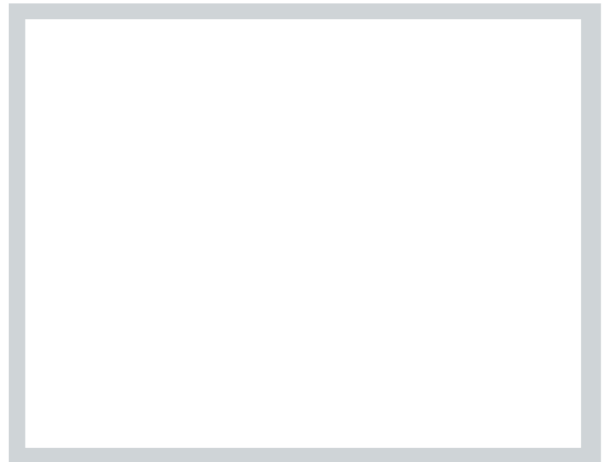
WHAT THOUGHTS AND FEELINGS COME UP DURING CHALLENGING MOMENTS WITH YOUR CHILD?



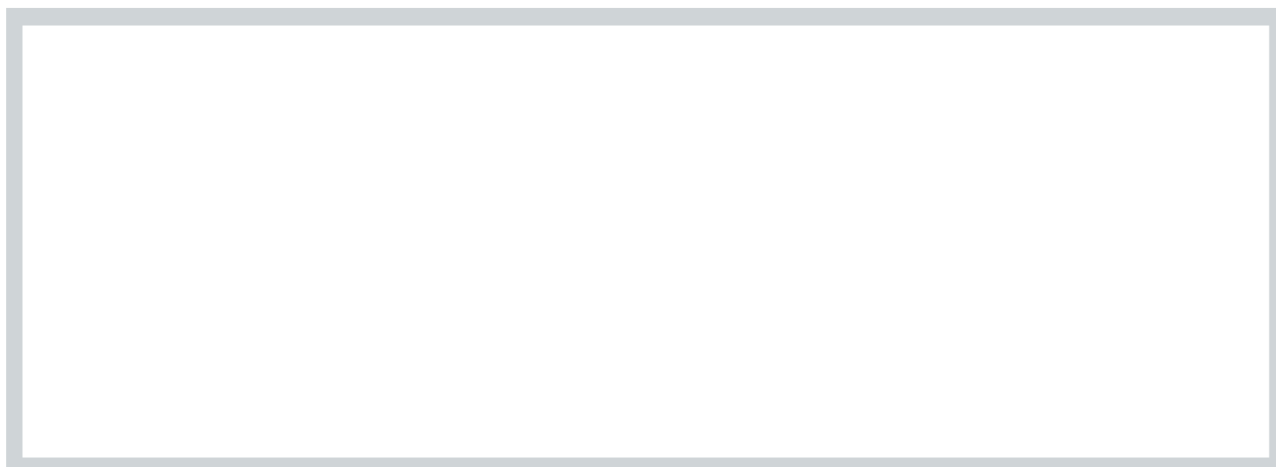
WHAT TRIGGERS YOU?



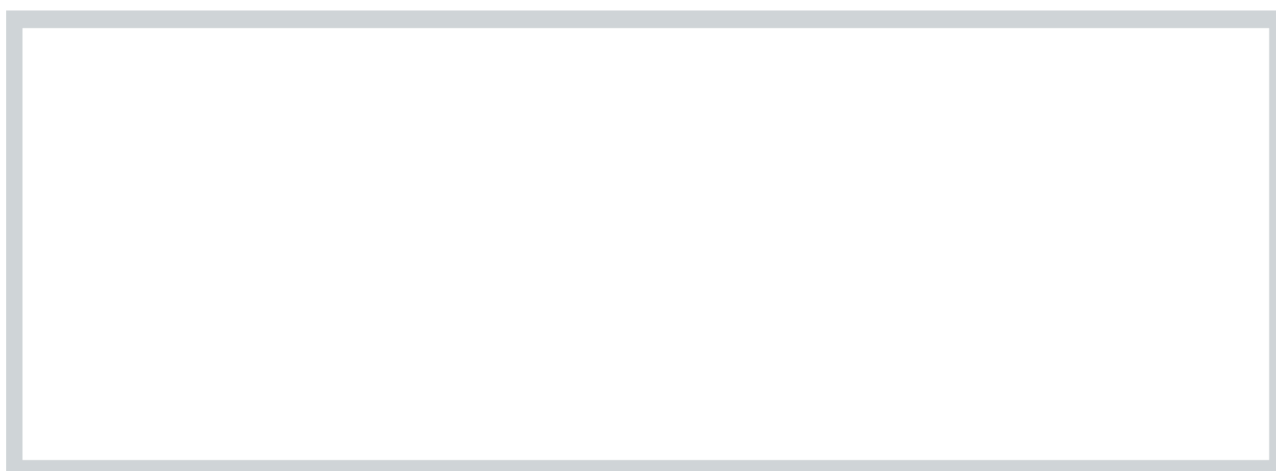
WHAT COULD YOU SAY TO YOURSELF WHEN A TRIGGER OCCURS?



WHAT'S ONE STRATEGY YOU CAN USE THIS WEEK TO TAKE CARE OF YOURSELF?

A large, empty rectangular box with a light gray border, intended for the user to write their answer to the first question.

HOW CAN YOU LET GO OF ANY GUILT YOU MIGHT BE EXPERIENCING?

A large, empty rectangular box with a light gray border, intended for the user to write their answer to the second question.

HOW CAN YOU REWARD YOUR OWN PROGRESS?

A large, empty rectangular box with a light gray border, intended for the user to write their answer to the third question.

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

Meeting Notes

MEETING NOTES

Sustainable Parenting Quiz

1. Taking care of yourself is just as important as taking care of your child.
 - A. True
 - B. False

2. Which of the following is an example of a realistic self-care strategy for overwhelmed parents?
 - A. Weekend getaway
 - B. Starting a new fitness program
 - C. Taking a few minutes alone to breathe or stretch
 - D. Reading a full book in one sitting

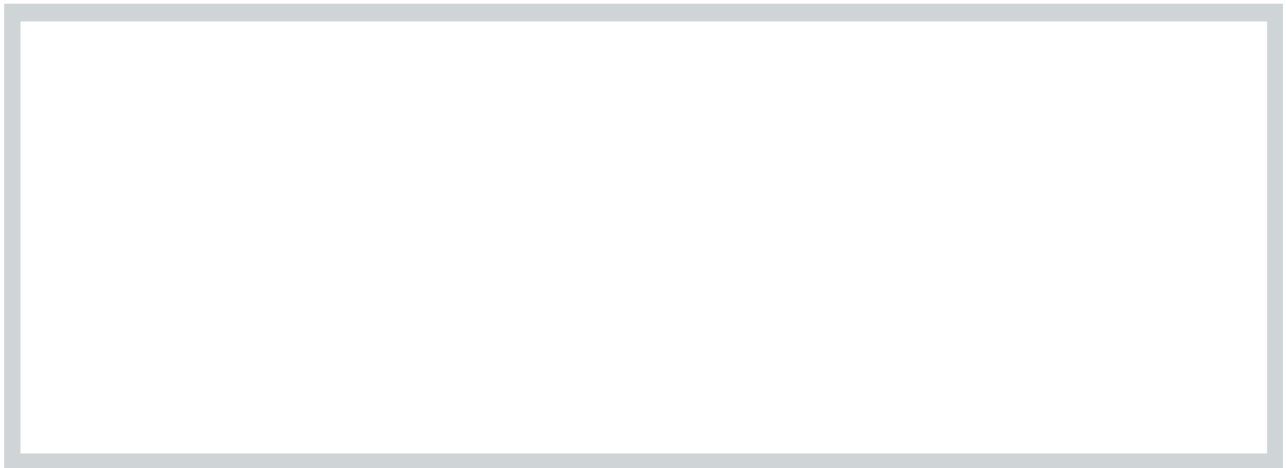
3. If you don't respond perfectly in every situation, you've failed your child.
 - A. True
 - B. False

4. Which of these is one way to practice self-compassion?
 - A. Ignoring your feelings so you can stay strong
 - B. Reminding yourself you're doing the best you can
 - C. Comparing yourself to other parents
 - D. Waiting until everything is perfect before taking a break

5. Having a support network means you're weak and can't handle things on your own.
 - A. True
 - B. False

ETHICAL CONSIDERATIONS FOR PARENTS

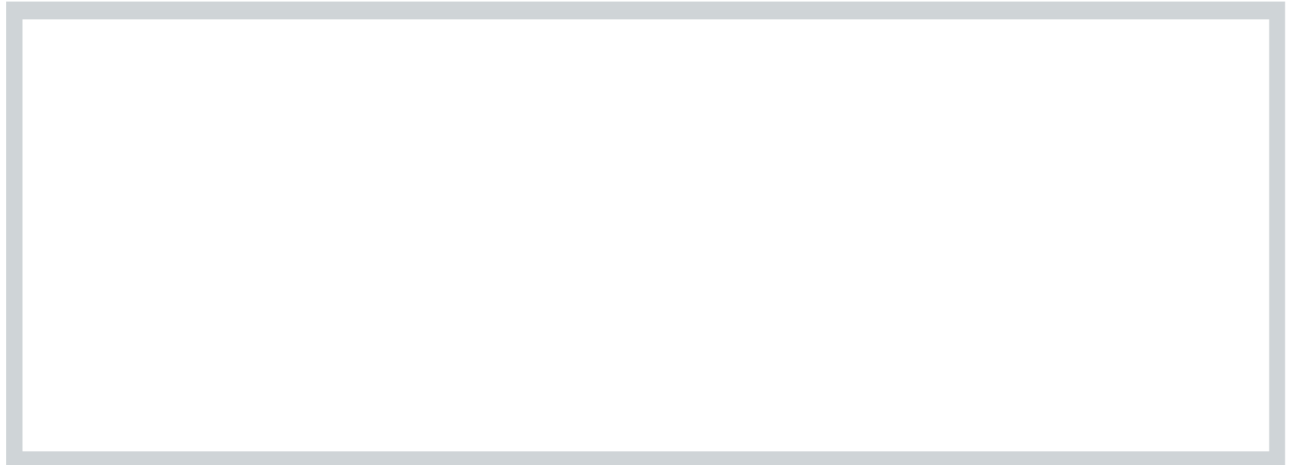
**REFLECT ON A STRATEGY YOU'VE USED RECENTLY. WAS IT GENTLE
AND RESPECTFUL OF YOUR CHILD'S PACE?**

A large, empty rectangular box with a light gray border, intended for a parent to reflect on a strategy used recently.

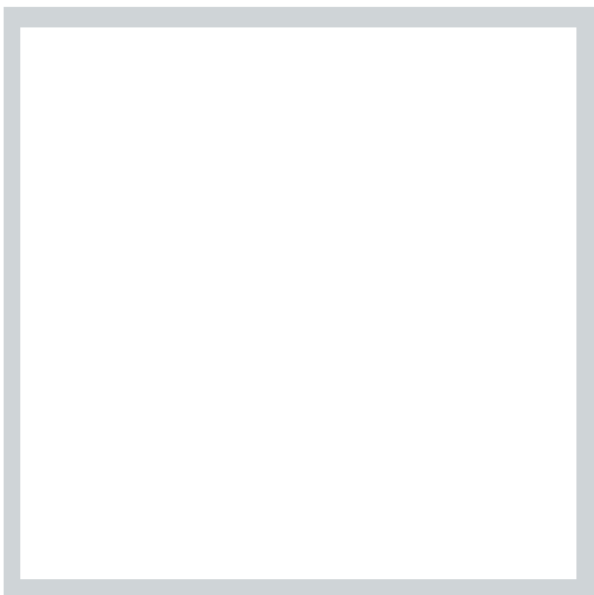
**WHAT STRATEGIES HAVE BEEN PROBLEMATIC FOR YOUR CHILD IN
THE PAST?**

A large, empty rectangular box with a light gray border, intended for a parent to describe strategies that have been problematic for their child in the past.

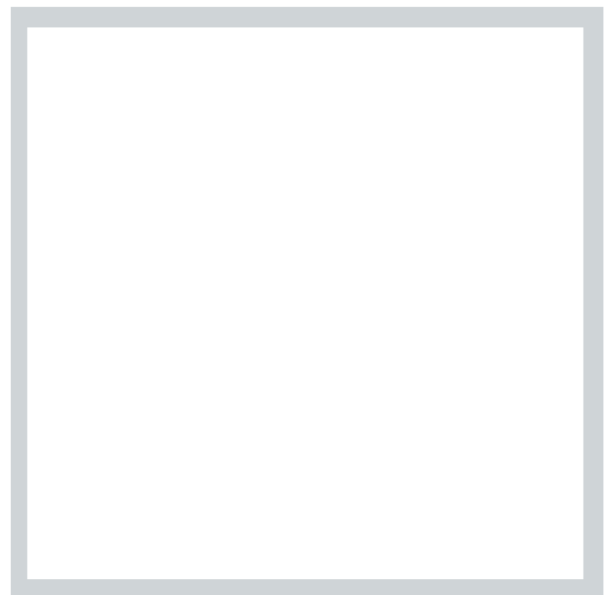
LIST THREE VALUES THAT ARE MOST IMPORTANT TO YOU WHEN IT COMES TO HOW YOUR CHILD IS SUPPORTED.

A large, empty rectangular box with a light gray border, intended for the user to list three values that are most important to them when it comes to how their child is supported.

HOW CAN YOU ADVOCATE FOR THESE VALUES?

A large, empty rectangular box with a light gray border, intended for the user to describe how they can advocate for the values they listed in the previous section.

HOW WILL YOU RESPOND IF YOUR BCBA® RECOMMEND STRATEGIES THAT DON'T ALIGN WITH THESE VALUES?

A large, empty rectangular box with a light gray border, intended for the user to describe how they will respond if a BCBA® recommends strategies that do not align with their values.

Ethical Considerations for Parents Assignment

Understanding Your Child's Perspective

Think of a skill or routine you're working on right now. Ask yourself:

How might this feel from my child's
point of view?

Is this skill meaningful to them—or
just important to others?

Does the current approach feel
supportive, or could it feel
overwhelming or confusing?

How can you adjust the goal to make
it more meaningful for your child?

Ethical Considerations for Parents Quiz

1. If an intervention is effective at changing behavior, it is always the right choice.
 - A. True
 - B. False

2. Which of the following is a reason autistic adults have criticized some ABA practices?
 - A. They believe all therapy is unnecessary
 - B. They feel their autonomy and communication needs were ignored
 - C. They prefer unstructured learning
 - D. They don't think children need support

3. It's important to consider whether a goal benefits your child—not just whether it's easy to teach.
 - A. True
 - B. False

4. What is one ethical concern when using compliance-based strategies?
 - A. They always lead to more meltdowns
 - B. They can encourage blind obedience without understanding
 - C. They are not based in ABA
 - D. They never use reinforcement

5. Which of the following is a respectful way to address concerns about your child's ABA services?
 - A. Stop services without telling your BCBA®
 - B. Tell your child to ignore the therapist's instructions
 - C. Bring your concerns to the BCBA® in a calm, collaborative way
 - D. Post complaints online instead of speaking directly

INTRODUCTION TO SKILL DEVELOPMENT AND TEACHING STRATEGIES

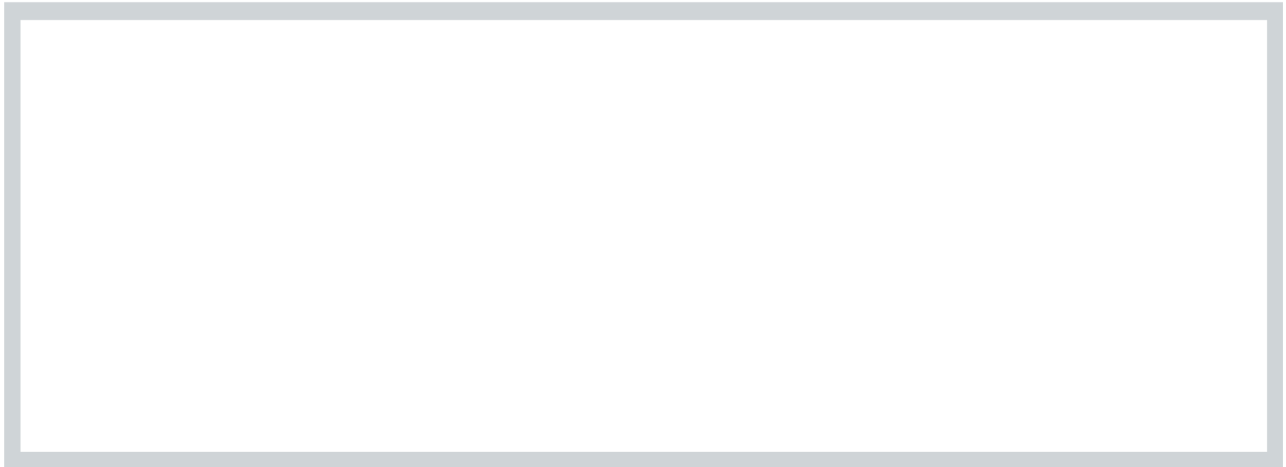
IN WHAT WAYS HAVE YOU FELT LIKE A FAILURE?

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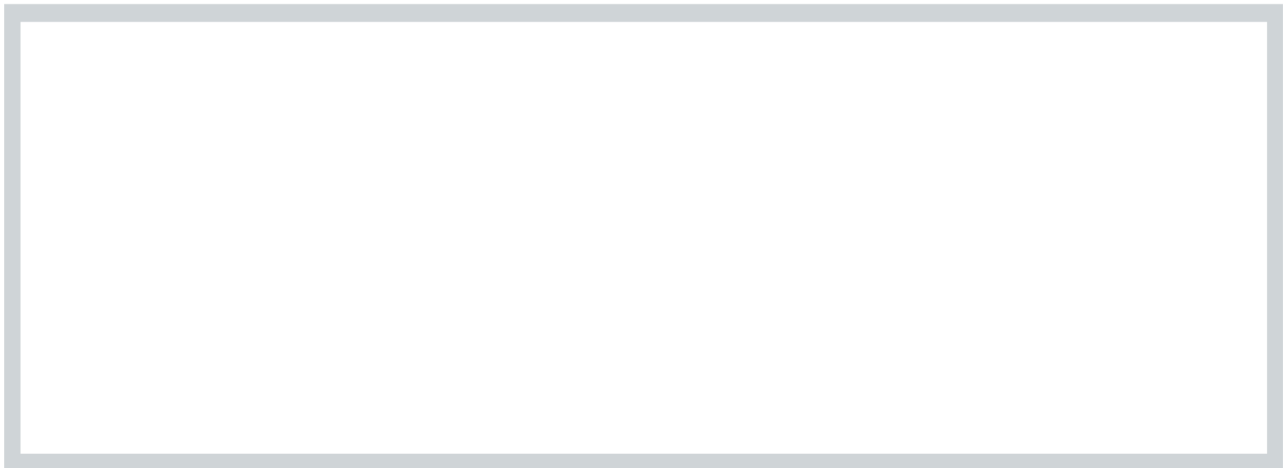
HOW CAN YOU REFRAME THIS THINKING?

A large, empty rectangular box with a light gray border, intended for a person to write their response to the question above.

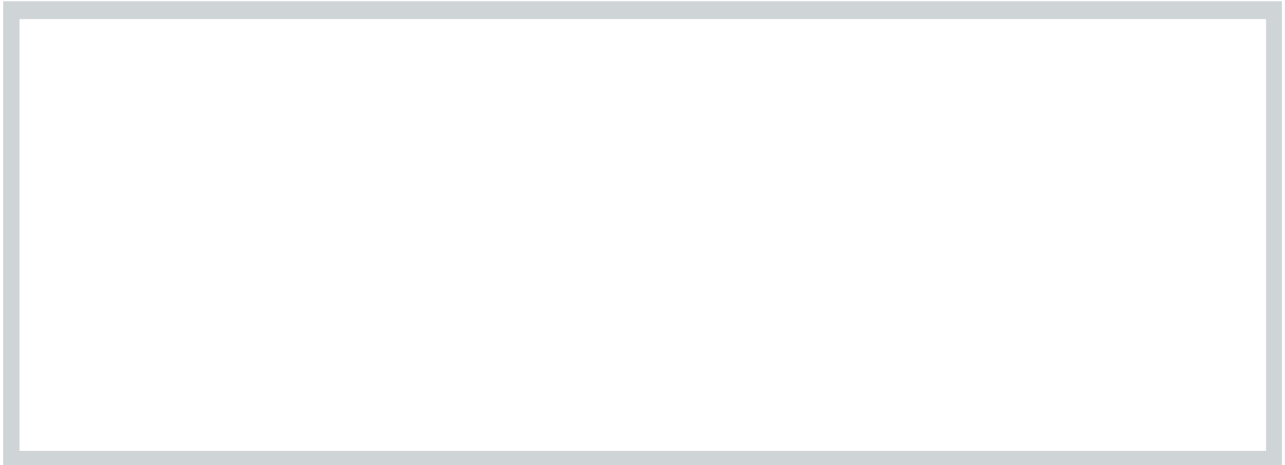
WHAT SKILL DEFICITS DO YOU RECOGNIZE IN YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

WHICH SKILLS SEEMS EASIEST FOR YOU? WHICH SEEM THE HARDEST?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

WHAT ARE YOUR CHILD'S GREATEST STRENGTHS?

A large, empty rectangular box with a light gray border, intended for writing the child's greatest strengths.

WHAT ARE YOUR CHILD'S GREATEST NEEDS?

A large, empty rectangular box with a light gray border, intended for writing the child's greatest needs.

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 _____

Meeting Notes

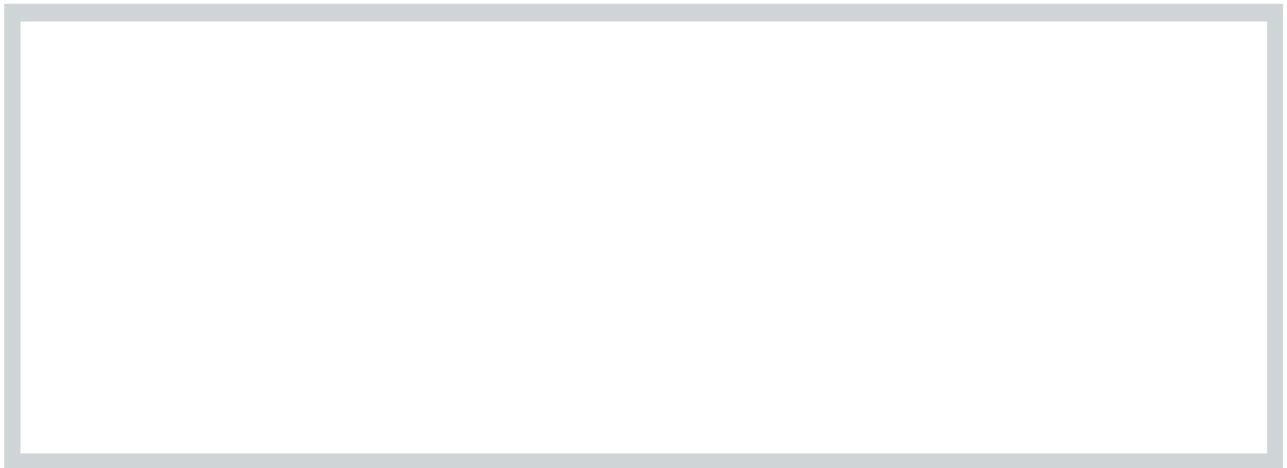
MEETING NOTES

Introduction to Teaching New Skills Quiz

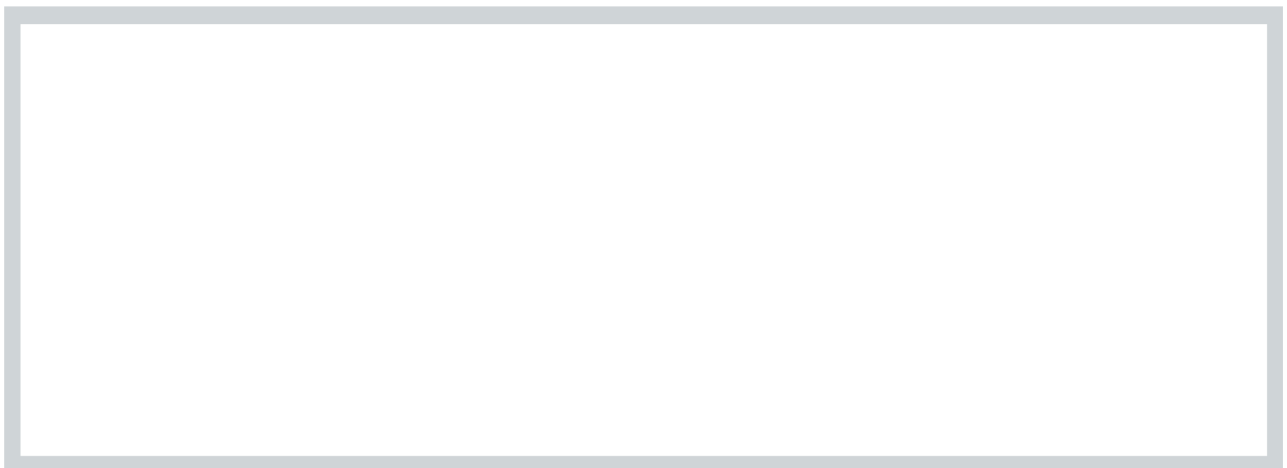
1. Asking your child to “give me something brown that fell from a tree” is an example of what type of skill?
 - A. Listener skills
 - B. Expressive communication
 - C. Imitation
 - D. Play
2. When assessing skill deficits, teaching your child to ask for the things he wants fits into which category?
 - A. Listener skills
 - B. Expressive communication
 - C. Imitation
 - D. Play
3. Skill deficits lead to (select all that apply):
 - A. Dependence on adults
 - B. Laziness
 - C. Challenging behavior
 - D. Lack of motivation
4. Teaching your child to put a pot on his head and pretend it’s a drum is an example of which type of skill?
 - A. Listener skills
 - B. Expressive communication
 - C. Imitation
 - D. Play
5. Assessments help you determine which skills you should teach your child.
 - A. True
 - B. False

THE IMPORTANCE OF MOTIVATION WHEN TEACHING NEW SKILLS

WHAT MOTIVATES YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question 'WHAT MOTIVATES YOUR CHILD?'. The box is positioned below the question and above the next question.

WHAT MIGHT IMPACT THE EFFECTIVENESS OF YOUR REINFORCERS?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question 'WHAT MIGHT IMPACT THE EFFECTIVENESS OF YOUR REINFORCERS?'. The box is positioned below the question and above the footer.

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

Meeting Notes

MEETING NOTES

The Importance of Motivation When Teaching New Skills Quiz

1. The money tree refers to:
 - A. Free access to potential reinforcers
 - B. Plentiful rewards for learning new skills
 - C. High motivation to complete tasks
 - D. Powerful reinforcers

2. When a child has unlimited access to everything they want, what happens to motivation?
 - A. It increases
 - B. It decreases
 - C. It stays the same

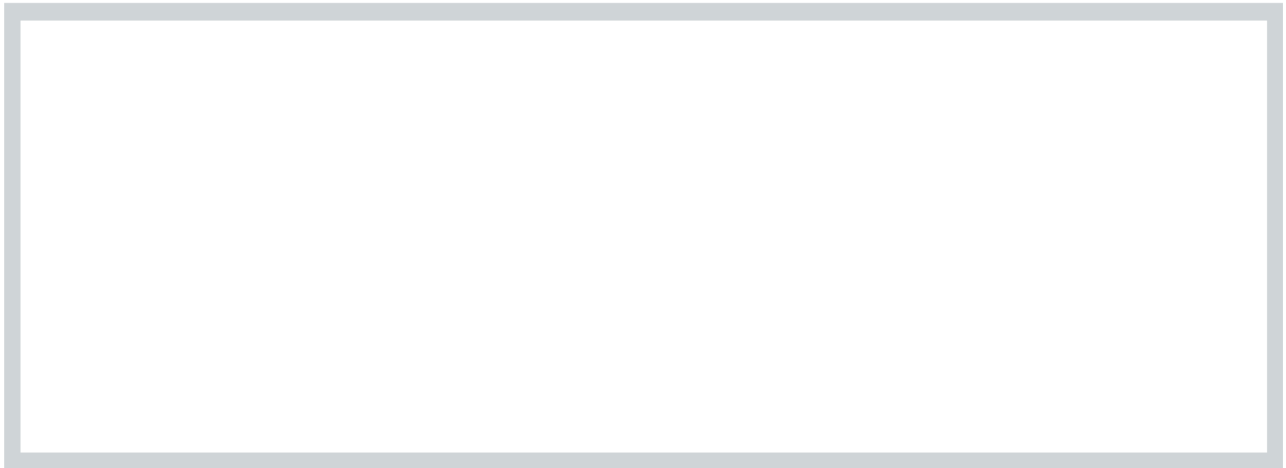
3. What's the one thing a child needs more than anything else when teaching new skills?
 - A. Listener skills
 - B. Expressive communication
 - C. Motivation
 - D. Prerequisite skills

4. Everyone is motivated by the same things.
 - A. True
 - B. False

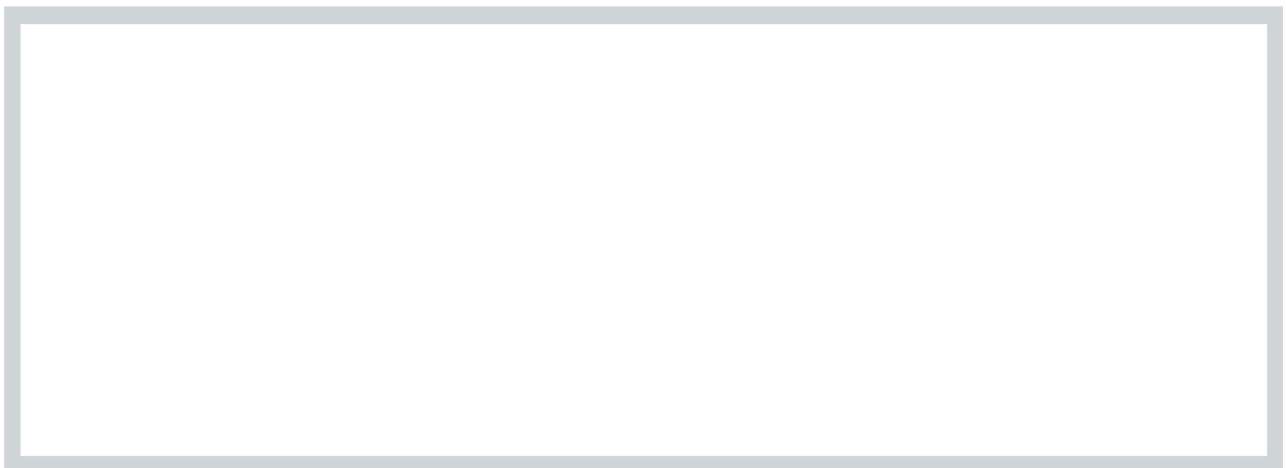
5. Objects, activities and interactions that motivate someone to do something are called:
 - A. Prizes
 - B. Tokens
 - C. Motivators
 - D. Reinforcers

BUILDING A COLLABORATIVE RELATIONSHIP WITH YOUR CHILD

WHERE DOES YOUR CHILD LIKE TO PLAY?

A large, empty rectangular box with a light gray border, intended for the user to write the locations where their child likes to play.

LIST THE ITEMS AND ACTIVITIES YOUR CHILD ENJOYS:

A large, empty rectangular box with a light gray border, intended for the user to list items and activities their child enjoys.

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	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Toys or Objects

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Meeting Notes

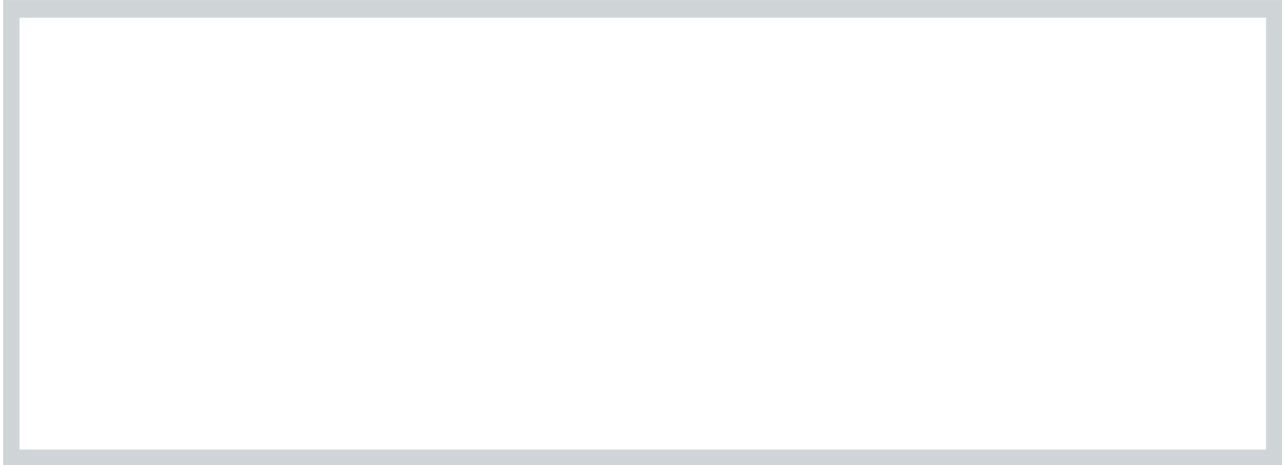
MEETING NOTES

Building a Collaborative Relationship with Your Child Quiz

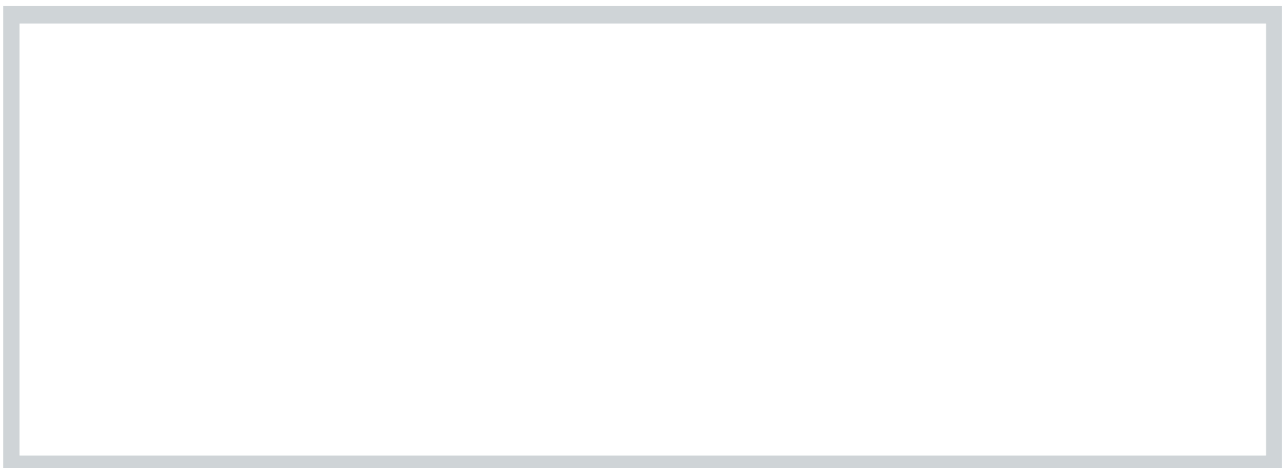
1. When building a collaborative relationship with your child you should:
 - A. Avoid demands and give him access to the things he likes best
 - B. Engage with your child during his favorite activities
 - C. Sit with his favorite items so he comes up to you to get them
 - D. All of the above
2. You should make sure that your child's favorite items are spread around the room so he can be positively engaged when you're trying to build a collaborative relationship.
 - A. True
 - B. False
3. You should spend a few minutes engaged in some of your child's favorite activities before trying to teach him new skills.
 - A. True
 - B. False
4. Rapport, instructional control, and pairing mean:
 - A. He's happy to see you when you get home
 - B. Your child associates you and learning with getting the things he likes best
 - C. He listens and follows all of your directions
 - D. He's willing to sit at the table and work for at least 15 minutes
5. If you already have a positive, loving relationship with your child, you can immediately jump in to teaching new skills.
 - A. True
 - B. False

Prompting

WHAT TASKS DOES YOUR CHILD NEED HELP COMPLETING?

A large, empty rectangular box with a light gray border, intended for the user to write down tasks that their child needs help completing.

WHAT STRATEGIES DO YOU USE TO HELP YOUR CHILD DO THINGS CORRECTLY?

A large, empty rectangular box with a light gray border, intended for the user to write down strategies used to help their child do things correctly.

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

<hr/>	<hr/>
<hr/>	<hr/>

Meeting Notes

MEETING NOTES

Prompting Quiz

1. Prompts are the help you give your child to help him respond correctly.
 - A. True
 - B. False

2. What are the 3 main types of prompts?
 - A. Visual
 - B. Physical
 - C. Gestural
 - D. Verbal

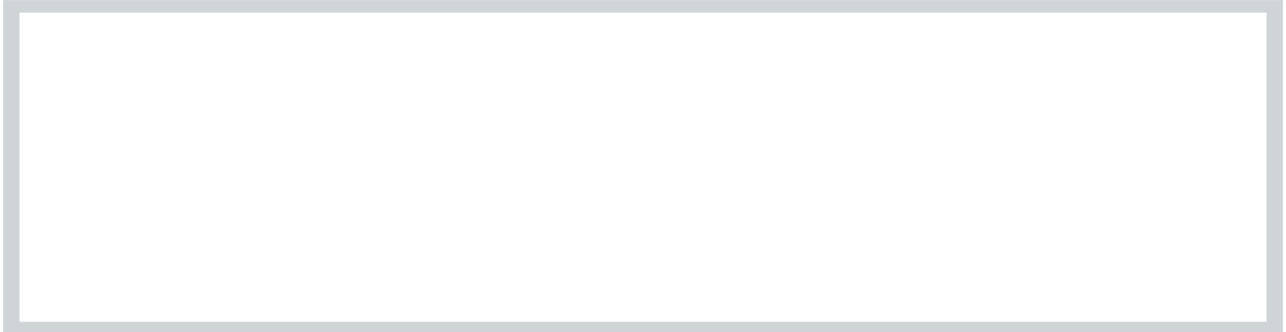
3. Verbal prompts are the easiest prompts to fade so you should use them whenever possible.
 - A. True
 - B. False

4. If you want to teach your child to finish the phrase "the wheels on the..." you could use which of the following prompts?
 - A. Point to a bus
 - B. Hold up a picture of a bus
 - C. Say the word bus
 - D. All of the above

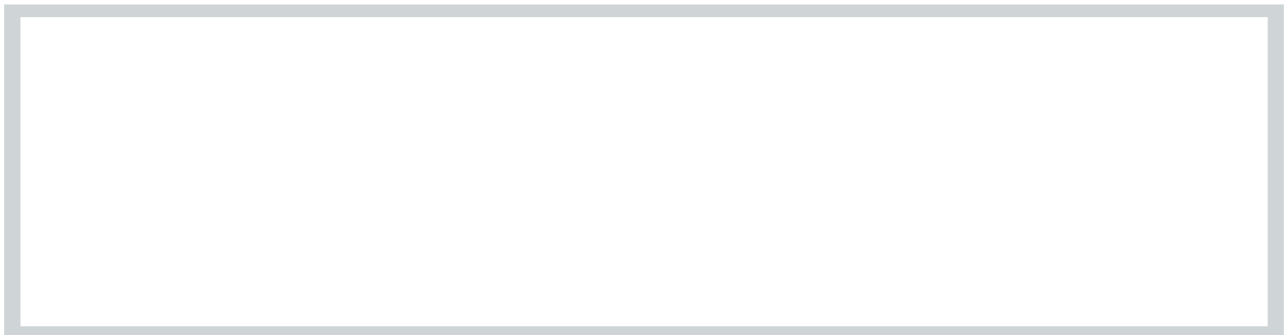
5. You should fade prompts from the most intrusive to the least intrusive to help your child build independence.
 - A. True
 - B. False

REINFORCEMENT

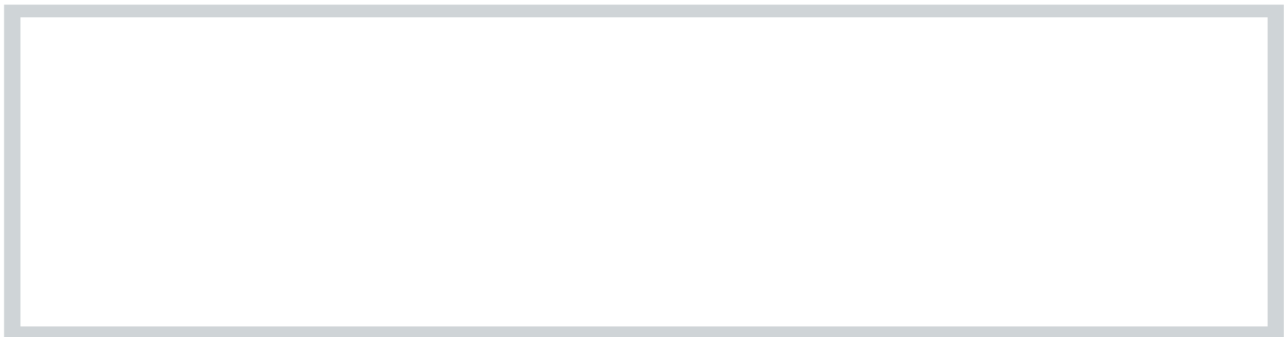
LIST YOUR CHILD'S FAVORITE TANGIBLES (FOODS, TOYS, ETC.)

A large, empty rectangular box with a light gray border, intended for listing a child's favorite tangible items such as foods or toys.

LIST YOUR CHILD'S FAVORITE ACTIVITIES

A large, empty rectangular box with a light gray border, intended for listing a child's favorite activities.

LIST YOUR CHILD'S FAVORITE SOCIAL INTERACTIONS

A large, empty rectangular box with a light gray border, intended for listing a child's favorite social interactions.

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

Meeting Notes

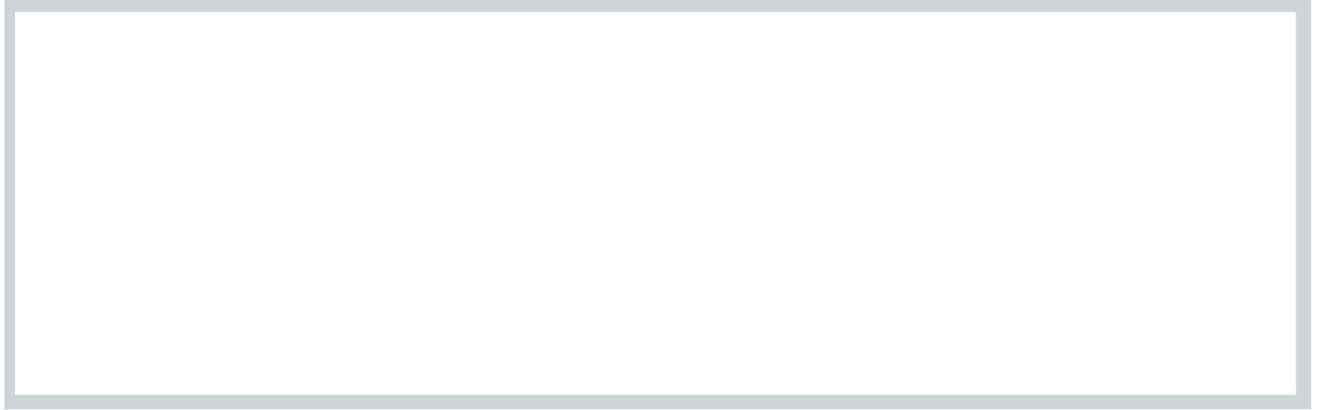
MEETING NOTES

Reinforcement Quiz

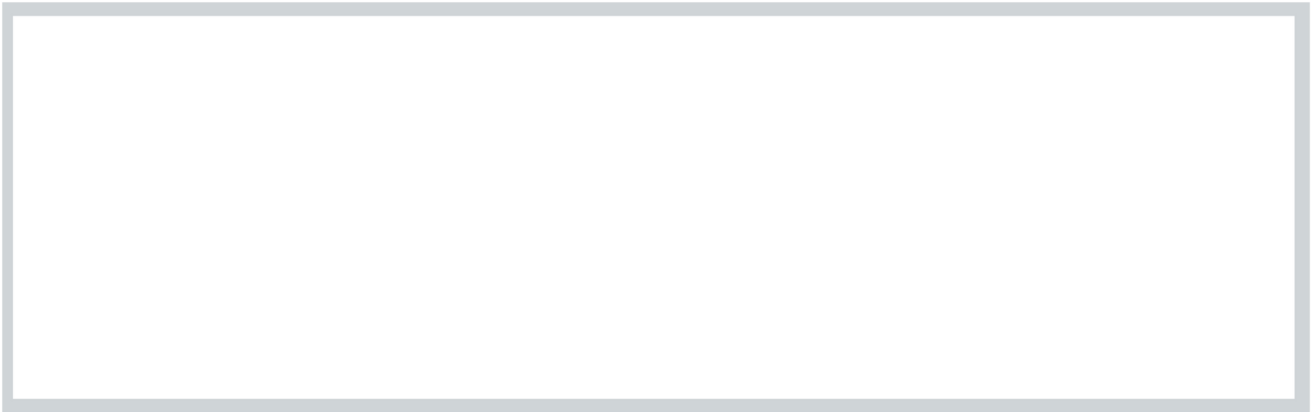
1. Reinforcers include your child's favorite:
 - A. Objects
 - B. Activities
 - C. Social interactions
 - D. All of the above
2. Reinforcement strengthens behavior.
 - A. True
 - B. False
3. You will save your child's most motivating reinforcers for (select all that apply):
 - A. New tasks
 - B. Easy tasks
 - C. Mastered tasks
 - D. Difficult tasks
4. You should provide reinforcement as soon after the behavior you want to reinforce as possible to avoid accidentally reinforcing the wrong behavior.
 - A. True
 - B. False
5. The most important things to remember about reinforcement are (select all that apply):
 - A. Don't reinforce when your child needs help to complete a task
 - B. Choose reinforcers that motivate your child
 - C. Deliver reinforcement quickly
 - D. Change your schedule of reinforcement over time to reduce reliance on reinforcement for task completion

MOTOR IMITATION

WHAT ACTIONS DOES YOUR CHILD PERFORM ON HIS OWN?

A large, empty rectangular box with a thin gray border, intended for handwritten notes about the child's current motor actions.

WHAT ACTIONS WOULD HELP HIM BECOME MORE INDEPENDENT?

A large, empty rectangular box with a thin gray border, intended for handwritten notes about actions that would help the child become more independent.

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	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Simpler Movements

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Meeting Notes

MEETING NOTES

Motor Imitation Quiz

1. The first step in teaching motor imitation is _____.
 - A. Providing reinforcement
 - B. Performing the action
 - C. Choosing targets
 - D. Prompting
2. Motor imitation skills help your child become more independent and develop problem solving skills.
 - A. True
 - B. False
3. When teaching your child to imitate clapping, you should clap your hands and say "clap."
 - A. True
 - B. False
4. Motor imitation is important because
 - A. It allows us to learn new skills without specific teaching
 - B. It helps your child do what she's told
 - C. It helps your child interact socially with peers
 - D. It allows her to play games such as Follow the Leader
5. Which type of motor movements should you introduce first?
 - A. Oral motor
 - B. Fine motor
 - C. Play
 - D. Gross motor

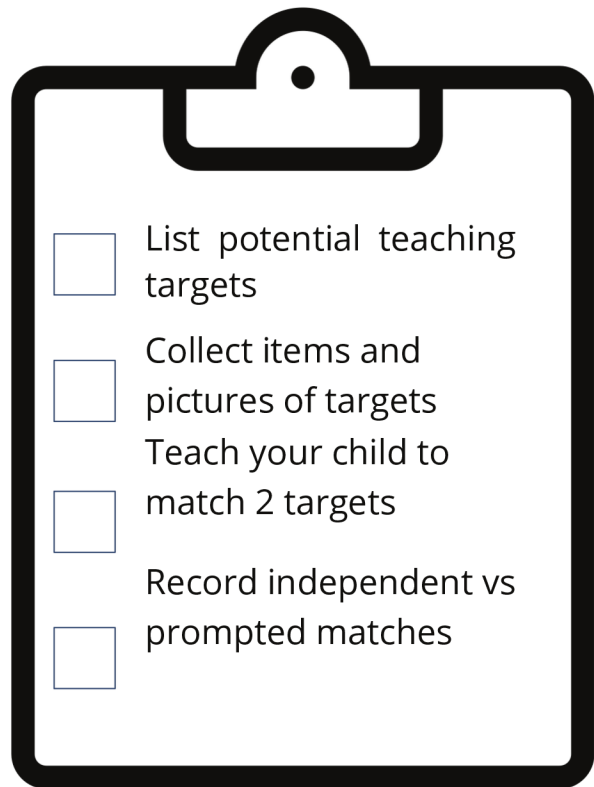
Matching Assignment

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

Meeting Notes

MEETING NOTES

Matching Skills Quiz

1. Matching skills are important because they help your child
 - A. Make associations between items or objects
 - B. Learn to do chores and other skills needed to build independence
 - C. Succeed in academic tasks
 - D. All of the above

2. Once your child learns to match identical objects or pictures what should you teach next?
 - A. Matching nonidentical pictures or objects
 - B. Matching nonidentical pictures to objects and objects to pictures
 - C. Matching pictures to pictures in a book
 - D. Simple inset puzzles

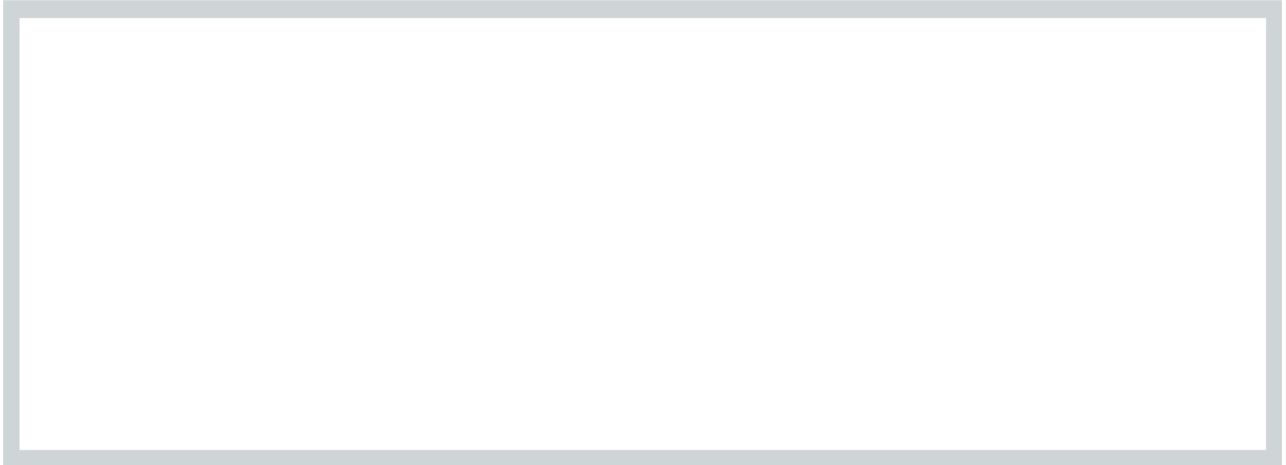
3. Which play activity requires matching skills?
 - A. Cars
 - B. Inset puzzles
 - C. Building blocks
 - D. Dolls

4. When teaching matching skills, you always must start by teaching your child to match pictures.
 - A. True
 - B. False


5. You should build the difficulty of matching tasks gradually so your child feels successful and doesn't become frustrated.
 - A. True
 - B. False

INTRODUCTION TO EXPRESSIVE COMMUNICATION

HOW DOES YOUR CHILD COMMUNICATE NOW?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

**WHAT WORDS, GESTURES OR BEHAVIOR DOES YOUR
CHILD USE TO COMMUNICATE NOW?**

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

CHOOSING AAC

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

Although each child develops communication differently and there is no guarantee that speech develops for all children, many children do develop at least some spoken language.

Alternative communication methods provide a structured teaching approach and the opportunity to teach the importance of communication for your child.

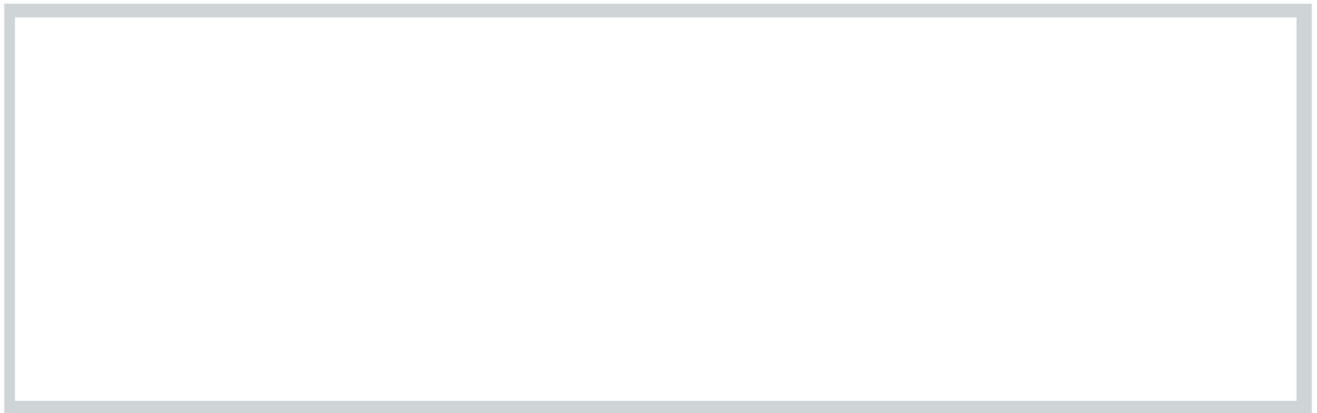
HOW DOES YOUR CHILD COMMUNICATE NOW?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question 'HOW DOES YOUR CHILD COMMUNICATE NOW?'. It occupies the central portion of the page below the first question.

WHAT WORDS, GESTURES OR BEHAVIOR DOES YOUR CHILD USE TO COMMUNICATE NOW?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question 'WHAT WORDS, GESTURES OR BEHAVIOR DOES YOUR CHILD USE TO COMMUNICATE NOW?'. It occupies the bottom portion of the page.

HOW WILL YOUR CHILD BENEFIT FROM LEARNING TO COMMUNICATE?

A large, empty rectangular box with a thin gray border, intended for a user to write their response to the question above.

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	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Other Ways of Communicating

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
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Meeting Notes

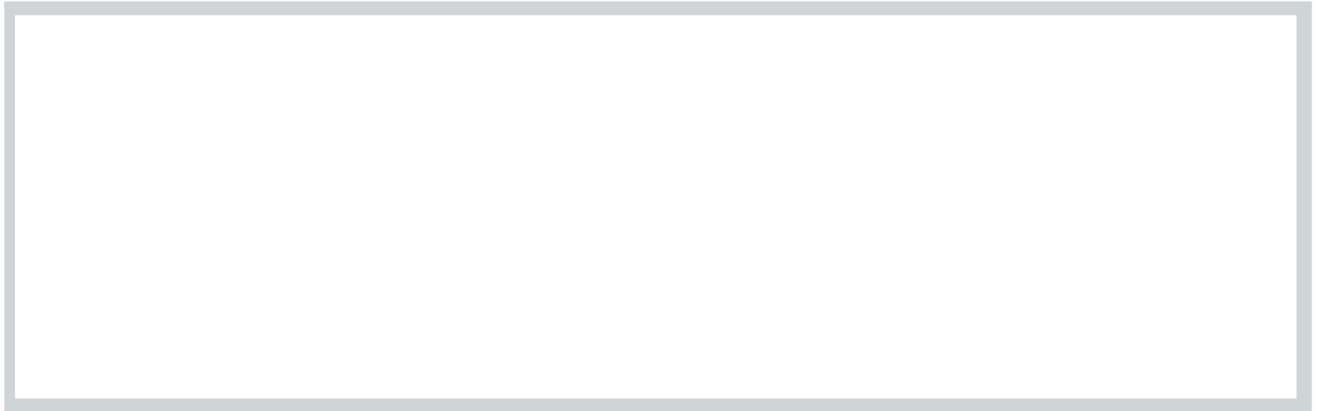
MEETING NOTES

Introduction to Expressive Communication Quiz

1. Your child has tantrums throughout the day. When he starts crying, you put on your detective hat to try to figure out what he wants. Teaching him which form of communication would reduce your need to be a detective?
 - A. Responding
 - B. Labeling
 - C. Requesting
 - D. Imitating
2. Expressive communication refers to how your child interacts verbally with those around her. this includes requesting, labeling, responding to others and
 - A. Questioning
 - B. Imitating
 - C. Following
 - D. Listening
3. Expressive communication includes all of the following except
 - A. Listener skills
 - B. Spoken language
 - C. PECS
 - D. Sign language
4. Teaching your child to communicate opens new doors for her.
 - A. True
 - B. False
5. Learning to communicate has no impact on challenging behavior
 - A. True
 - B. False

TEACHING REQUESTING

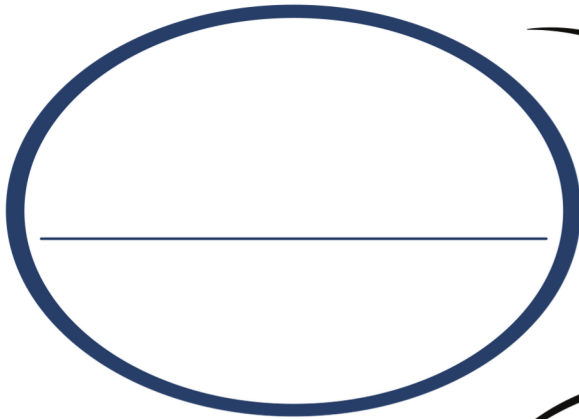
WHAT MIGHT YOUR CHILD WANT OR WANT TO AVOID?

A large, empty rectangular box with a thin gray border, intended for writing the child's wants or aversions.

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.

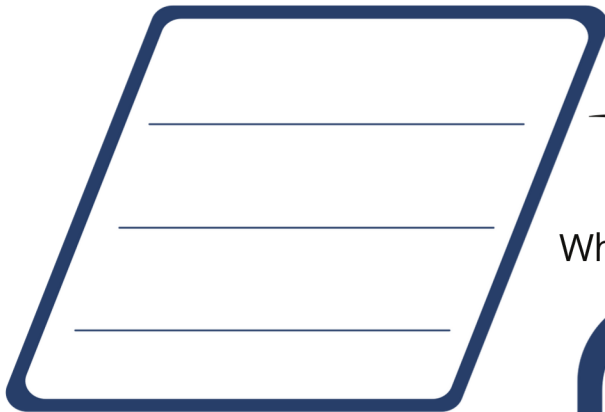
What type of communication is
right for your child?



What targets will you start with?



Which items can you limit access to?



When will you teach the request?



Meeting Notes

MEETING NOTES

Teaching Requesting (Manding) Quiz

1. Teaching your child to request may reduce challenging behavior because he will have a more appropriate way to get the things he wants.
 - A. True
 - B. False
2. Why should you put items out of reach when teaching your child to request?
 - A. If he can reach the items himself, he will be too distracted to ask for them
 - B. Having the items out of reach causes problem behavior, allowing you to practice extinction
 - C. If he can reach the items himself, he does not need to ask
 - D. All of the above
3. Your child must be able to speak to request an item.
 - A. True
 - B. False
4. If your child doesn't currently say the words for his favorite things, what should you do?
 - A. Consider introducing an alternative form of communication
 - B. Teach your child to imitate your sounds
 - C. Wait for him to start speaking before teaching him to request
 - D. Take him to a speech pathologist who will teach him to speak
5. How quickly should you give the requested item to your child after he makes a request?
 - A. 3 minutes
 - B. 10 seconds
 - C. 1 minute
 - D. 3 seconds
6. When teaching your child to request, it's often best to start with something tangible, something he can see and touch.
 - A. True
 - B. False

SPONTANEOUS VOCAL BEHAVIOR AND IMITATION

WHAT SOUNDS DOES YOUR CHILD MAKE RIGHT NOW?

A large, empty rectangular box with a thin gray border, intended for the user to write down the sounds their child makes.

WHAT ARE YOUR CHILD'S FAVORITE ITEMS, ACTIVITIES AND INTERACTIONS?

A large, empty rectangular box with a thin gray border, intended for the user to write down their child's favorite items, activities, and interactions.

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	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Words

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Meeting Notes

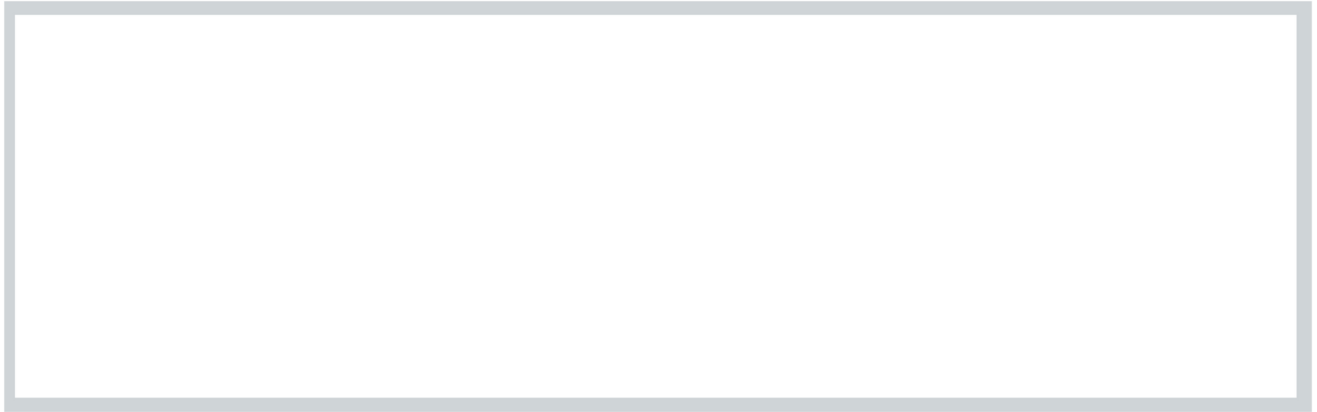
MEETING NOTES

Expanding Spontaneous Vocal Behavior and Vocal Imitation (Echoics) Quiz

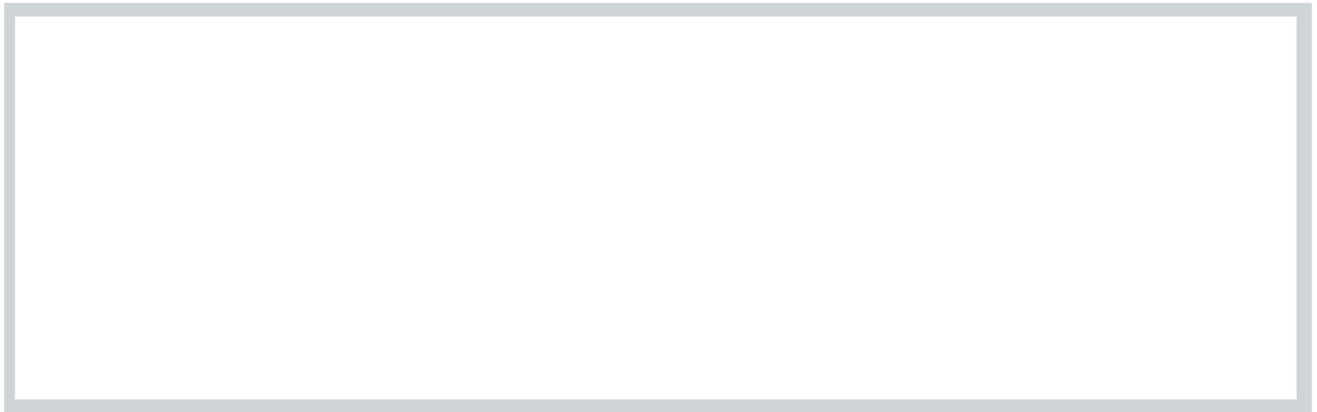
1. You have been working on shaping the word banana. Your child has been routinely saying "nana" for banana and you have been reinforcing this. One day when you say "banana" he repeats the entire word. What do you do?
 - A. Quickly introduce a new vocal imitation target to keep up the momentum
 - B. Continue on with programming as you normally do by providing reinforcement
 - C. Provide him with more reinforcement than you usually give him, including additional praise and more time with his favorite reinforcer
 - D. Immediately call your neighbor to tell her the good news
2. When teaching your child to imitate your words, you should never give reinforcement unless he says the full word.
 - A. True
 - B. False
3. When teaching vocal imitation, where should you and your child be?
 - A. In a quiet room with minimal distractions
 - B. Listening to music or watching TV to encourage him to imitate the other sounds he hears
 - C. At the table conducting formal DTT sessions
 - D. Anywhere your child enjoys being
4. If your child makes any speech sounds, it may be possible to shape those sounds into words.
 - A. True
 - B. False
5. Another term for vocal imitation is:
 - A. Repetition
 - B. Echoic
 - C. Mand
 - D. Intraverbal

INTERACTING WITH OTHERS THROUGH LABELING

WHAT WORDS DOES YOUR CHILD MAKE RIGHT NOW?

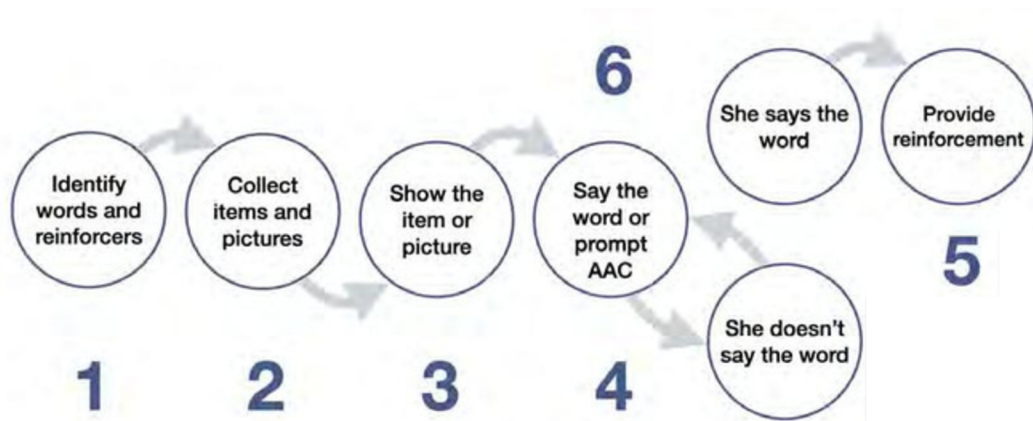
A large, empty rectangular box with a light gray border, intended for the user to write the words their child makes right now.

WHAT ARE YOUR CHILD'S FAVORITE ITEMS, ACTIVITIES AND INTERACTIONS?

A large, empty rectangular box with a light gray border, intended for the user to write about their child's favorite items, activities, and interactions.

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	<input type="checkbox"/>	_____
2	<input type="checkbox"/>	_____
3	<input type="checkbox"/>	_____
4	<input type="checkbox"/>	_____
5	<input type="checkbox"/>	_____
6	<input type="checkbox"/>	_____
7	<input type="checkbox"/>	_____
8	<input type="checkbox"/>	_____
9	<input type="checkbox"/>	_____
10	<input type="checkbox"/>	_____

Clipboard	
<input type="checkbox"/>	List words and reinforcers
<input type="checkbox"/>	Collect items and pictures
<input type="checkbox"/>	Teach 2 labels using the process above
<input type="checkbox"/>	Record independent vs prompted labels

Meeting Notes

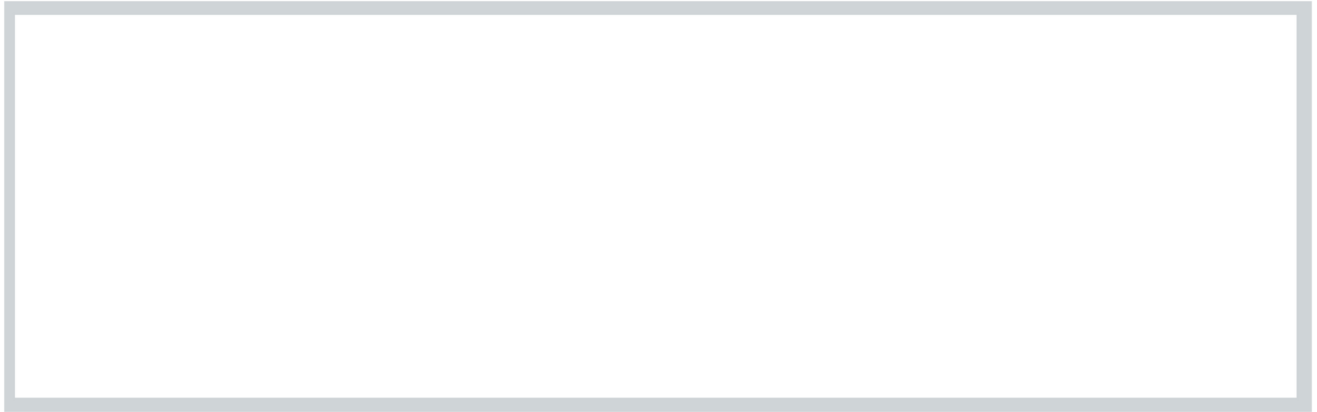
MEETING NOTES

Interacting with Others Through Labeling (Tacting) Quiz

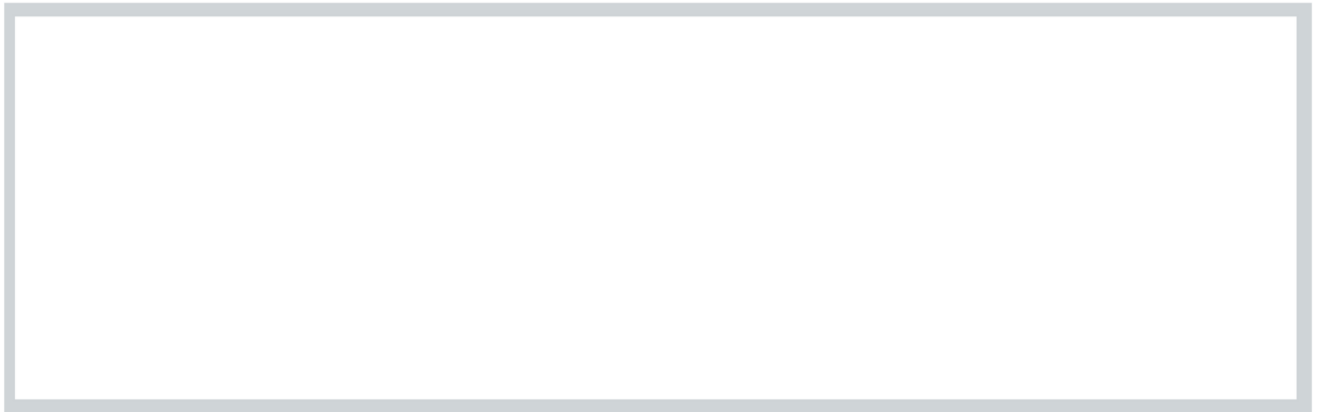
1. Your child often asks for cookies as a favorite snack. You decide to teach her to label "cookie". When you present a picture of a cookie, she says "cookie" without you saying or doing anything to teach her. What do you do?
 - A. Give her reinforcement other than a cookie and continue to teach her to label cookies
 - B. Say "yes, that's a cookie!" then give her a cookie
 - C. Do nothing. Since she already can label the item, you shouldn't give her reinforcement
 - D. Give her reinforcement other than a cookie and choose a different target
2. How should you choose targets for teaching labeling?
 - A. Find objects around your child's environment and start there
 - B. Use a picture book of first words to make it easy to do
 - C. Choose words your child already knows how to say by requesting or imitating
 - D. Identify new words you want to teach your child
3. Labeling allows you to engage with those around you. You might label by doing all of the following except:
 - A. Asking your coworker to take your place at a meeting you don't want to go to
 - B. Pointing out an interesting object or event in your environment to the person you're standing next to
 - C. Teaching someone something new
 - D. Talking about what someone else is doing
4. While attributes such as color, shape, and texture are helpful with requesting, they are not part of labeling.
 - A. True
 - B. False
5. You can label smells, sounds, tastes or even textures in addition to objects and actions.
 - A. True
 - B. False

VERBAL RESPONDING

WHAT DOES A CONVERSATION WITH YOUR CHILD LOOK LIKE?

A large, empty rectangular box with a light gray border, intended for a written response to the question above.

WHAT TOPICS DO THEY TALK ABOUT?

A large, empty rectangular box with a light gray border, intended for a written response to the question above.

Verbal Responding Assignment

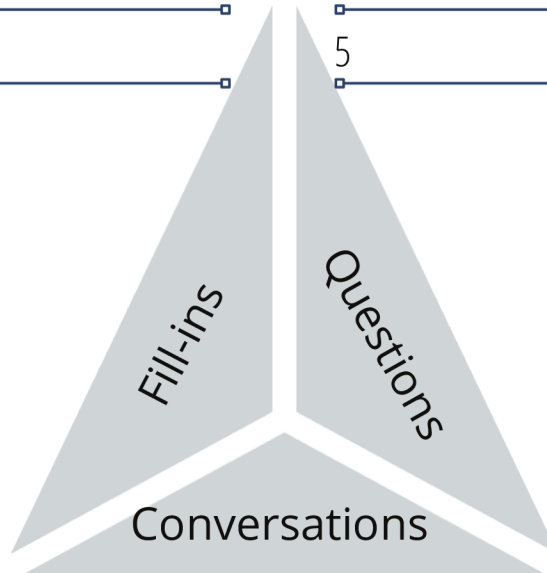
List some possible teaching targets below. Include targets that are somehow related to things your child's most interested in. Create opportunities to practice responding throughout your child's day.

Fill-ins

- 1
- 2
- 3
- 4
- 5

Questions

- 1
- 2
- 3
- 4
- 5



Conversations

- 1
- 2
- 3

Meeting Notes

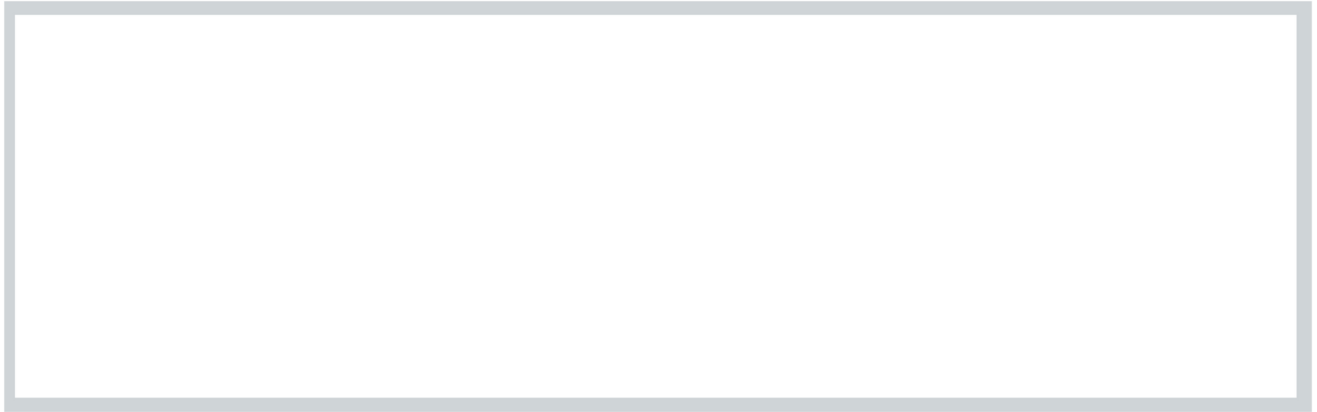
MEETING NOTES

Responding to the Communication of Others (Intraverbals) Quiz


1. Verbal responses include which of the following (select all that apply):
 - A. Answering questions
 - B. Conversations
 - C. Fill-ins
 - D. Asking questions
2. When teaching fill-ins, you can teach your child to finish parts of familiar songs or
 - A. Who questions
 - B. Common phrases
 - C. Labels
 - D. Conversations back and forth
3. Responding to someone else's verbal communication can also be called:
 - A. Response
 - B. Verbal Response
 - C. Intraverbal
 - D. All of the above
4. You can teach verbal responding during any activity that's fun for your child.
 - A. True
 - B. False
5. You must teach answering questions before fill-ins to make sure your child has enough language to respond correctly.
 - A. True
 - B. False

BASIC LISTENER SKILLS

WHAT DIRECTIONS CAN YOUR CHILD FOLLOW?

A large, empty rectangular box with a light gray border, intended for writing the child's ability to follow directions.

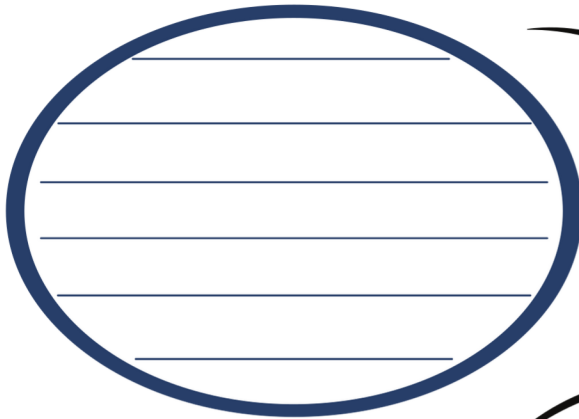
WHAT CHALLENGES DO THEY HAVE WITH PHYSICALLY RESPONDING TO SOMETHING YOU SAY?

A large, empty rectangular box with a light gray border, intended for writing the challenges the child faces with physically responding to verbal instructions.

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

Choose body parts targets.



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

Choose action targets.



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

Choose one-step directions.



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

Meeting Notes

MEETING NOTES

Basic Listener Skills Quiz

1. Your child should be able to imitate any gross motor action you target if you can't help him physically perform the action.
 - A. True
 - B. False

2. If Sarah jumps when Gabriel says 'jump', this is an example of::
 - A. Requesting
 - B. Labeling
 - C. Basic listener
 - D. Verbal responding

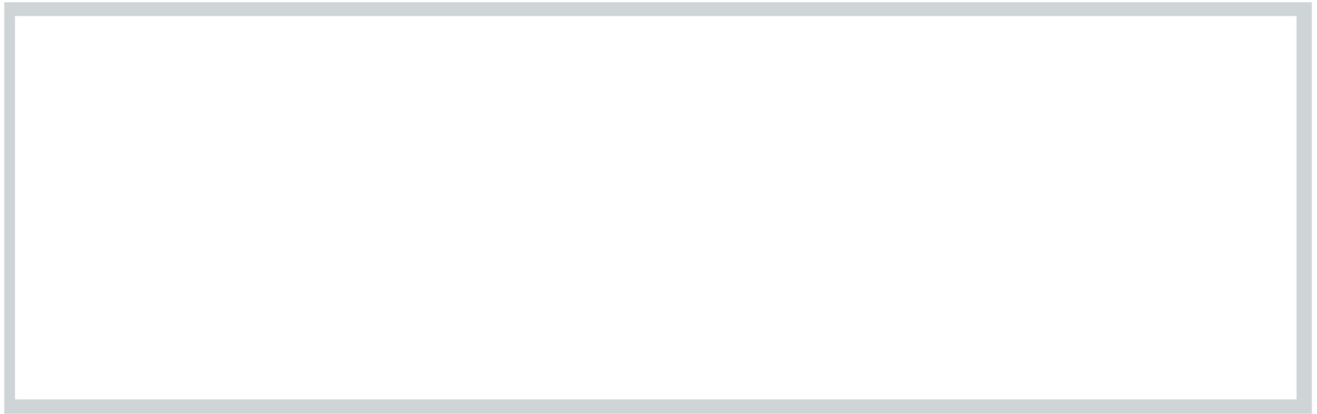
3. Responding to someone else's verbal communication can also be called:
 - A. Response
 - B. Verbal response
 - C. Intraverbal
 - D. All of the above

4. You can teach verbal responding during any activity that's fun for your child.
 - A. True
 - B. False


5. You must teach answering questions before fill-ins to make sure your child has enough language to respond correctly.
 - A. True
 - B. False

TEACHING COMPLEX LISTENER SKILLS

WHAT ACTIVITIES AT HOME WOULD CREATE OPPORTUNITIES?

A large, empty rectangular box with a light gray border, intended for writing responses to the question about activities at home.

WHAT ACTIVITIES IN THE COMMUNITY WOULD CREATE OPPORTUNITIES?

A large, empty rectangular box with a light gray border, intended for writing responses to the question about activities in the community.

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

Meeting Notes

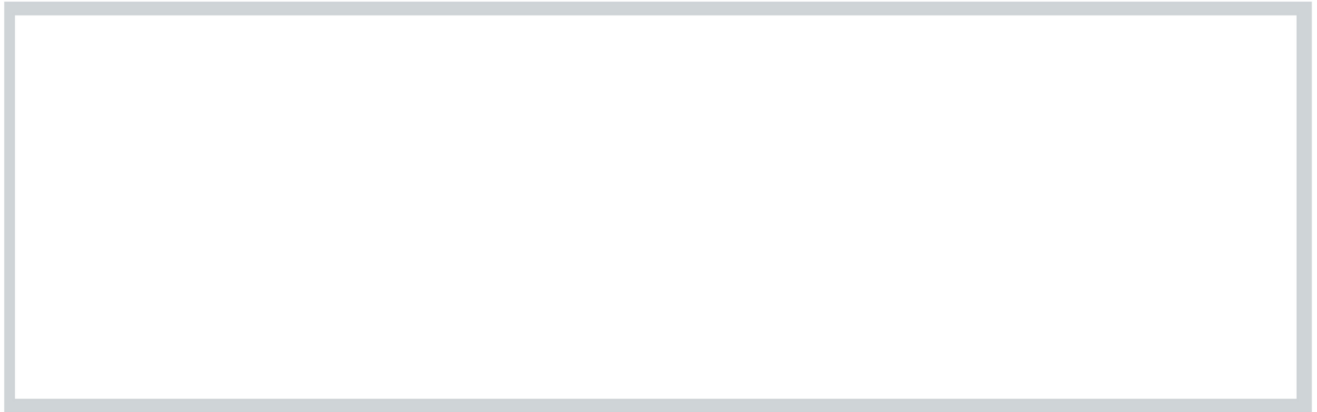
MEETING NOTES

Teaching Complex Listener Skills (LRFFC) Quiz

1. The goal of teaching complex listener skills is to help your child _____.
 - A. Follow less specific directions in the natural environment such as at school
 - B. Better understand the world around him/her
 - C. Neither A nor B
 - D. Both A and B
2. Teaching complex listener skills is like playing an organized game of I Spy.
 - A. True
 - B. False
3. When presenting pictures or objects for your child to choose from, you should always leave the correct answer in the same place so your child can easily find the right one.
 - A. True
 - B. False
4. Teach complex listener skills by gradually building his/her understanding of
 - A. Features, different parts that make up an item
 - B. Functions, what different things do
 - C. Classes, how different items are grouped together
 - D. All of the above
5. You can incorporate teaching complex listener skills into your everyday activities with your child including play, chores at home, and errands in the community.
 - A. True
 - B. False

USING TASK ANALYSIS TO TEACH SKILLS

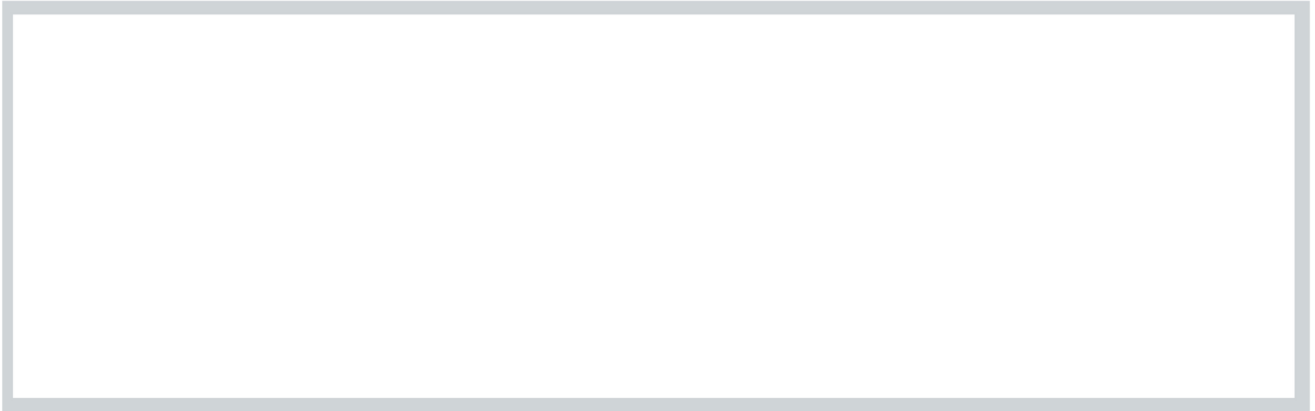
WHAT OTHER SKILLS CAN YOU THINK OF?

A large, empty rectangular box with a light gray border, intended for writing a list of other skills.

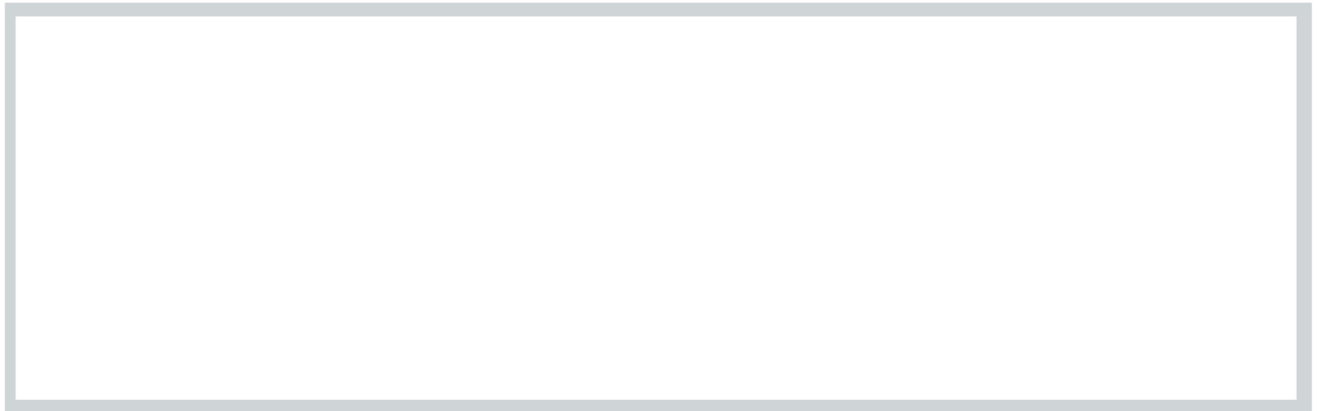
WHAT BEHAVIOR CHAINS DO YOU HAVE?

A large, empty rectangular box with a light gray border, intended for writing a list of behavior chains.

LIST THE SKILLS YOU MIGHT TEACH USING TASK ANALYSIS:

A large, empty rectangular box with a light gray border, intended for the user to list skills that might be taught using task analysis.

WHICH TYPE(S) OF CHAINING WILL YOU USE?

A large, empty rectangular box with a light gray border, intended for the user to specify which type(s) of chaining will be used.

Task Analysis Assignment

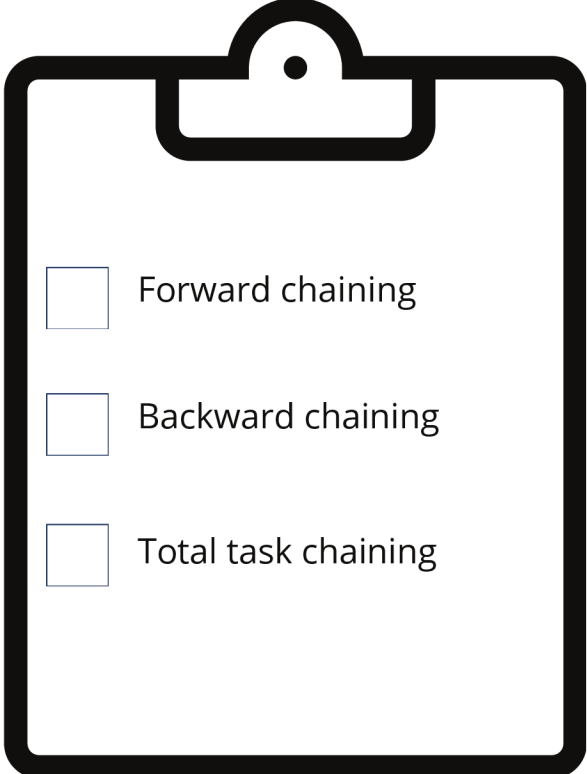
Think about the skills you want to teach your child. The following is a list of ideas to get you started:

- 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

Meeting Notes

MEETING NOTES

Using Task Analysis to Teach Skills Quiz

1. When a chain of behaviors is broken by performing a familiar skill in an environment that is very different, the task may require more thought and effort.
 - A. True
 - B. False

2. Which skills can be taught using task analysis? (choose all that apply)
 - A. Brushing teeth
 - B. Taking out the trash
 - C. Washing dishes
 - D. Asking for a snack

3. The chaining method that teaches all the steps of the task at once is called
 - A. Forward chaining
 - B. Backward chaining
 - C. Total task chaining
 - D. None of these

4. The best way to identify all the steps needed to complete a task is to perform the task yourself and then write down the steps you had to do.
 - A. True
 - B. False

5. Which type of chaining teaches the last step of the task first?
 - A. Forward chaining
 - B. Backward chaining
 - C. Total task chaining
 - D. None of these

TOILET TRAINING

DOES YOUR CHILD SHOW SIGN HE IS READY TO START?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

LIST CONSIDERATIONS FOR BEGINNING TOILET TRAINING:

A large, empty rectangular box with a light gray border, intended for the user to list considerations for beginning toilet training.

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

Meeting Notes

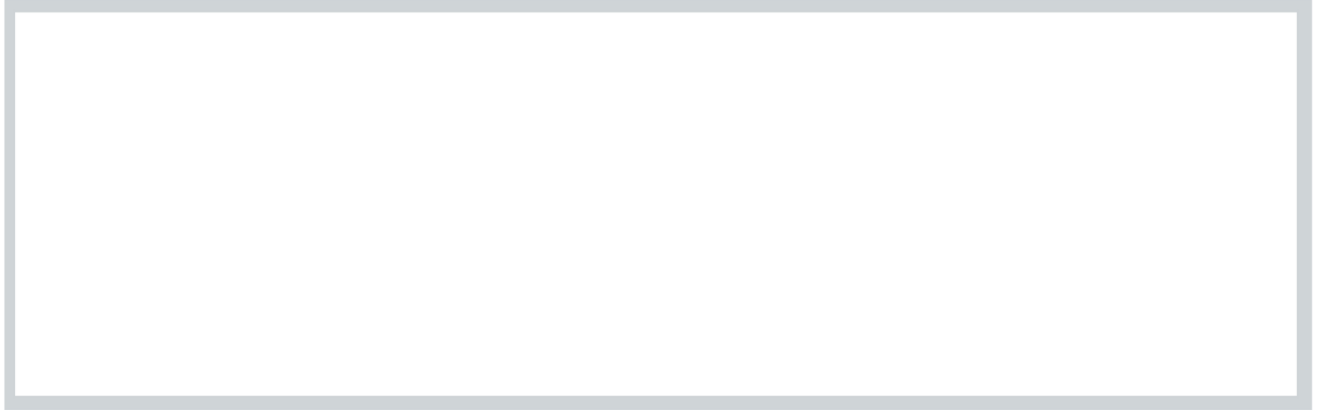
MEETING NOTES

Toilet Training Quiz

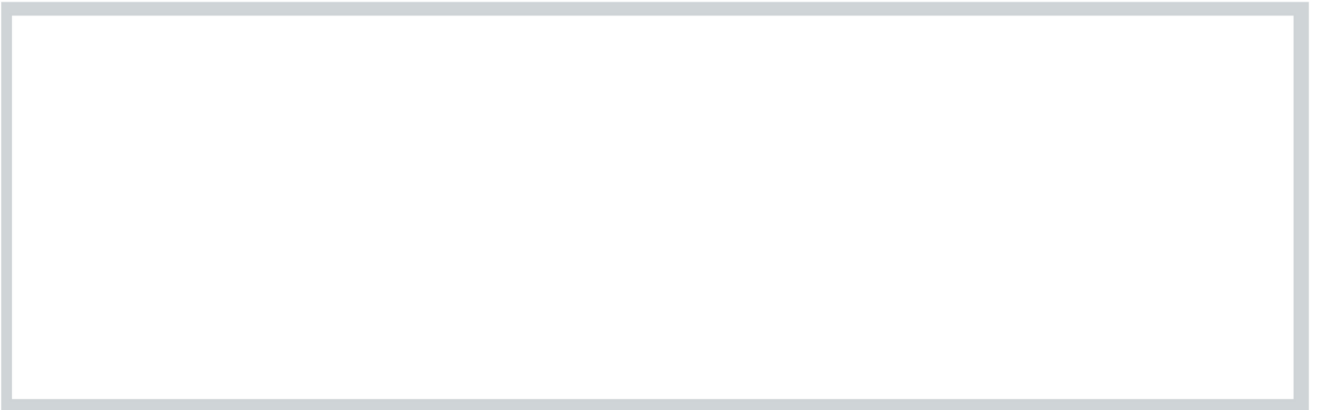
1. What are the 3 most important parts of toilet training? (select all that apply)
 - A. Frequent opportunities to sit on the toilet
 - B. Reprimands for accidents
 - C. Wearing underwear
 - D. Reinforcement for voiding
2. You should anticipate that your child will have accidents through this process and do what you can to protect soft surfaces such as your rugs and couches.
 - A. True
 - B. False
3. If your child has 1 or more accidents a day after a week of toilet training you should stop and wait for him to be more ready.
 - A. True
 - B. False
4. How often should you take your child to the bathroom at the beginning of toilet training?
 - A. Every hour regardless of when he voids
 - B. Every 2 hours so he doesn't become overwhelmed
 - C. Every 7 minutes until your child has no accidents
 - D. Often enough to minimize accidents and catch him ready to void, usually about every 15-30 minutes
5. The reinforcer you use for voiding in the toilet should
 - A. Not be available at any other time
 - B. Also be used for sitting on the toilet
 - C. Be given to your child for about 30 minutes each time he voids
 - D. Be something he has frequent access to

PLAY SKILLS

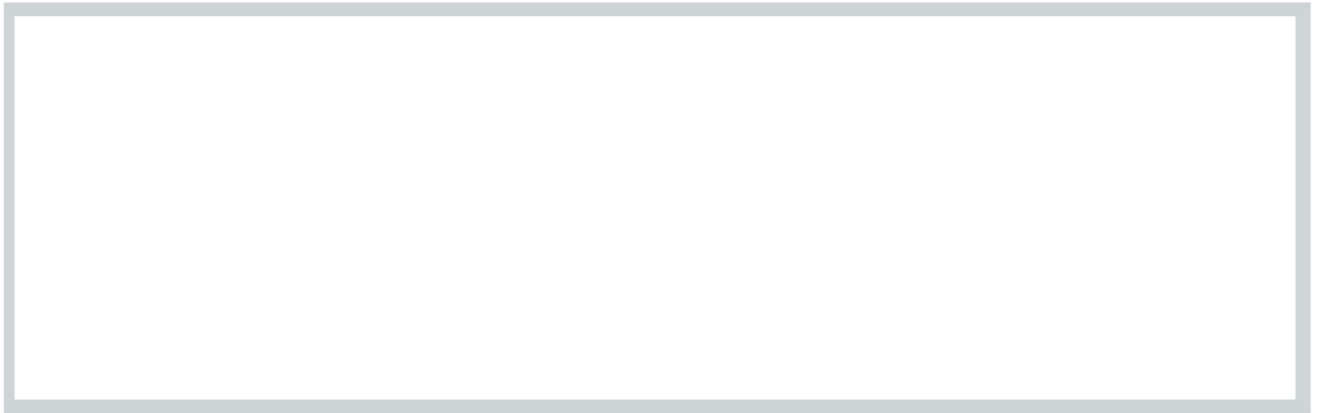
HOW DOES YOUR CHILD CURRENTLY PLAY?

A large, empty rectangular box with a light gray border, intended for a parent to describe how their child currently plays.


WHAT OTHER ACTIVITIES IS SHE INTERESTED IN?

A large, empty rectangular box with a light gray border, intended for a parent to list other activities their child is interested in.

HOW CAN YOU JOIN YOUR CHILD IN PLAY?

A large, empty rectangular box with a light gray border, intended for writing a response to the question above.

WHAT PLAY ACTIVITIES CAN YOU IMITATE YOUR CHILD DOING?

A large, empty rectangular box with a light gray border, intended for writing a response to the question above.

HOW CAN YOU GRADUALLY SHAPE THIS PLAY TO EXPAND IT?

A large, empty rectangular box with a light gray border, intended for writing a response to the question above.

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

Meeting Notes

MEETING NOTES

Play and Leisure Skills Quiz

1. To teach play skills, you should follow these 3 steps: join, imitate and _____
 - A. Instruct
 - B. Model
 - C. Expand
 - D. Direct

2. Avoid including your child's special interests in play so he/she doesn't become too consumed by them.
 - A. True
 - B. False

3. Play skills can reduce challenging behavior by giving children more appropriate activities to fill their time.
 - A. True
 - B. False

4. One important goal of teaching play skills is to teach your child to _____
 - A. Learn to fit in with the other kids
 - B. Explore the world around him/her
 - C. Follow a rigid routine
 - D. Complete activities you tell him/her to

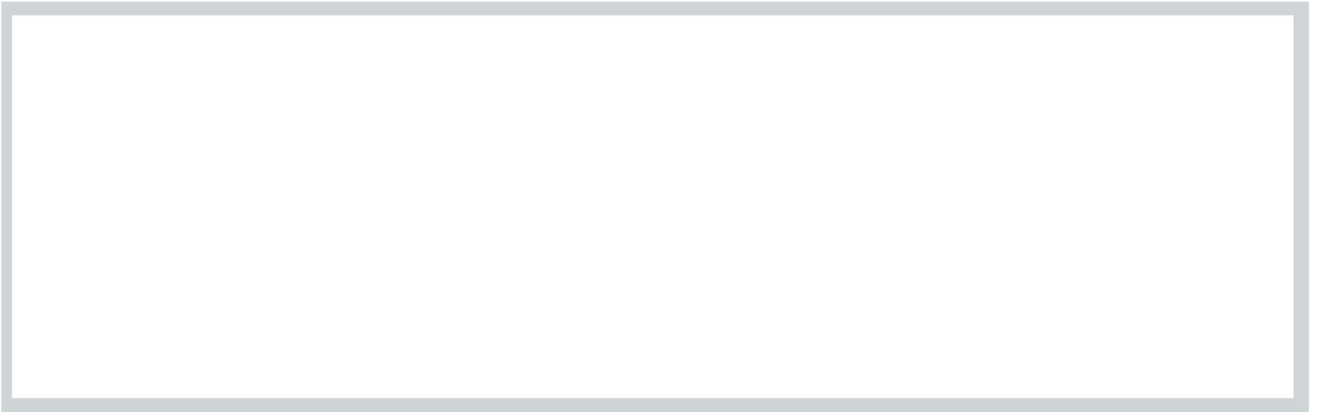
5. Rather than teaching specific skills related to play, you should work to gradually expand his/her play interests and skills.
 - A. True
 - B. False

COMMUNITY AND LIFE SKILLS

WHAT TASKS CAN YOUR CHILD COMPLETE INDEPENDENTLY?

A large, empty rectangular box with a thin gray border, intended for writing the tasks a child can complete independently.

**WHAT SKILLS, ONCE LEARNED, WOULD MAKE THE BIGGEST IMPACT ON
YOUR CHILD'S INDEPENDENCE?**

A large, empty rectangular box with a thin gray border, intended for writing the skills that would have the biggest impact on a child's independence.

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: _____

Meeting Notes

MEETING NOTES

Community and Life Skills Quiz

1. Why is it important to break down life skills into smaller steps?
 - A. It makes skills easier to learn and practice
 - B. It helps parents keep track of progress
 - C. It prevents the child from making mistakes
 - D. It makes the skill more fun

2. When teaching a life skill, it's best to start in a challenging environment to prepare your child for real-world situations.
 - A. True
 - B. False

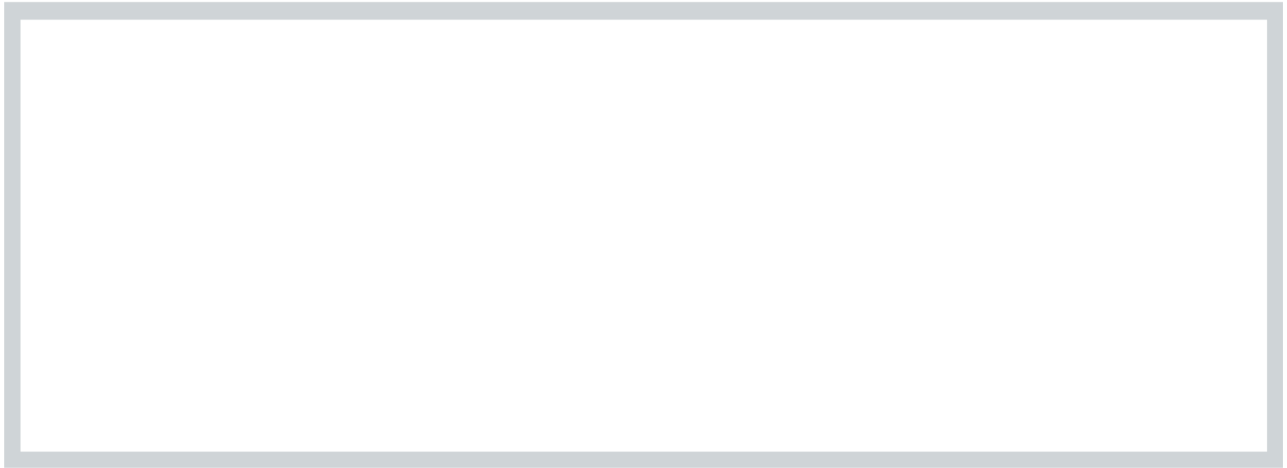
3. Which of the following is an example of using reinforcement to encourage life skill development?
 - A. Offering praise or a small reward after your child waits in line successfully
 - B. Letting your child figure out the skill without guidance
 - C. Telling your child what they did wrong when they make a mistake
 - D. Practicing a skill only once and expecting them to remember it

4. When preparing your child for a new experience, which of the following strategies can help?
 - A. Showing them pictures or videos of the place
 - B. Role-playing the experience at home
 - c. Walking them through what will happen step by step
 - D. All of the above

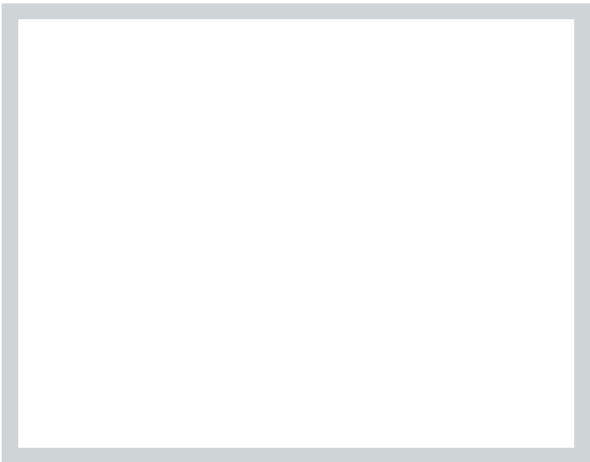
5. Every child learns at the same pace, so if your child isn't mastering a life skill quickly, it means they aren't ready for it.
 - A. True
 - B. False

SLEEP PROBLEMS

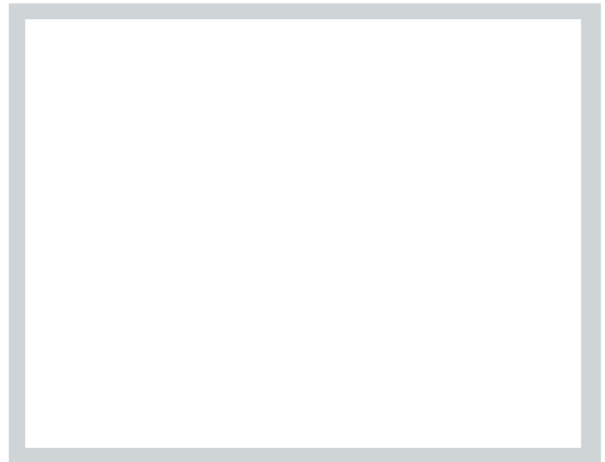
WHAT DOES YOUR CHILD'S CURRENT BEDTIME ROUTINE LOOK LIKE?



WHAT WORKS IN THIS ROUTINE?



WHAT IS NOT WORKING IN THIS ROUTINE?



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: _____

Meeting Notes

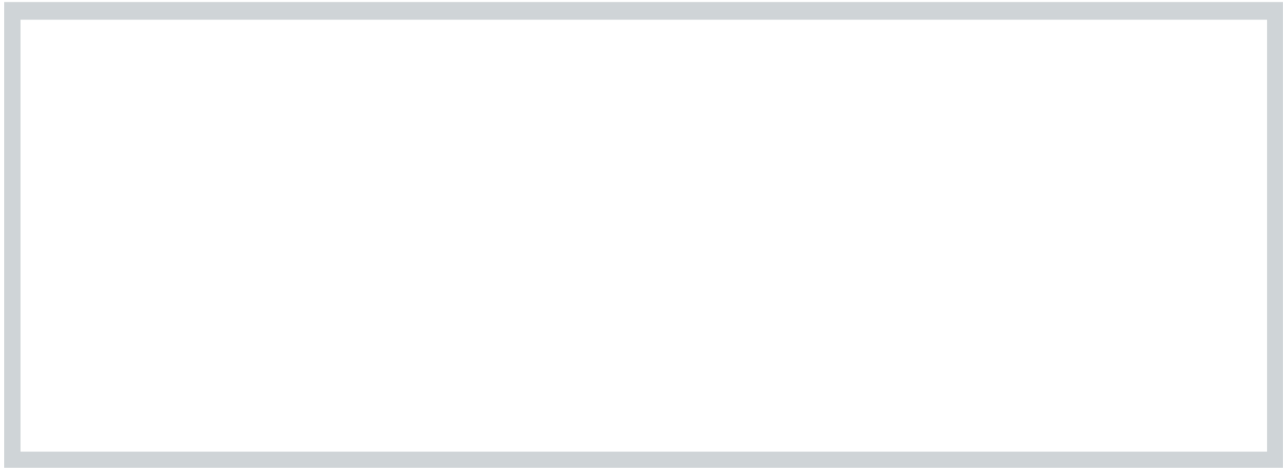
MEETING NOTES

Sleep Problems Quiz

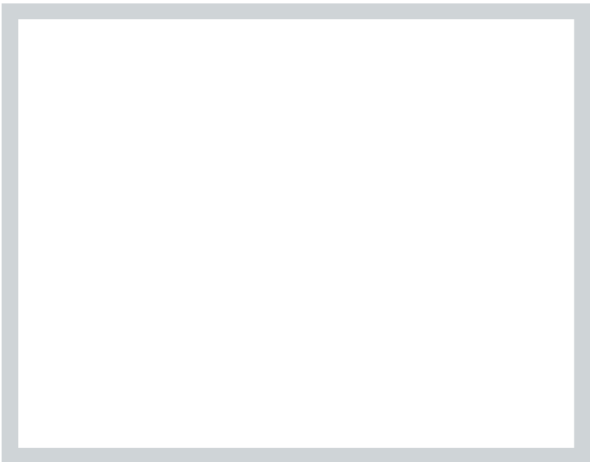
1. Keeping a consistent bedtime and wake-up time—even on weekends—can improve your child's sleep.
 - A. True
 - B. False
2. Which of the following is NOT recommended when helping a child fall asleep?
 - A. Using a consistent bedtime routine
 - B. Watching TV to unwind
 - C. Keeping the environment calm and quiet
 - D. Offering a comfort item like a favorite stuffed animal
3. If your child doesn't respond to verbal instructions, it's best to skip a bedtime routine and just put them to bed quickly.
 - A. True
 - B. False
4. What should you do if your child keeps getting out of bed during the night?
 - A. Talk to them at length about staying in bed
 - B. Let them stay up until they're tired
 - C. Calmly and quietly redirect them back to bed every time
 - D. Ignore them completely
5. It's a good idea to speak with your child's pediatrician if sleep issues continue, to rule out medical causes.
 - A. True
 - B. False

FEEDING PROBLEMS

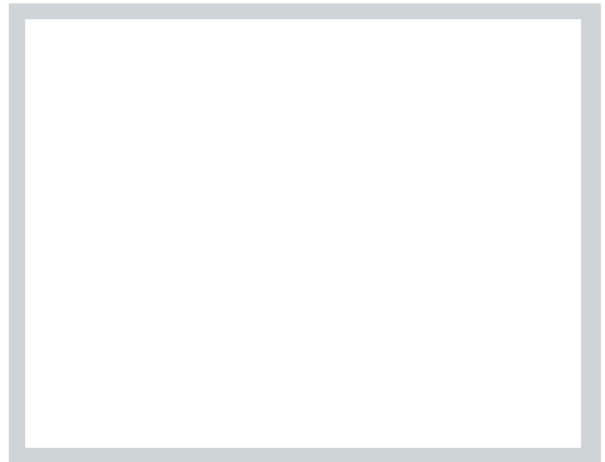
WHAT CONCERNS DO YOU HAVE ABOUT YOUR CHILD'S EATING?

A large, empty rectangular box with a light gray border, intended for the user to write their concerns about their child's eating.

WHAT WORKS WELL AT MEALTIME?

A rectangular box with a light gray border, intended for the user to write what works well at mealtime.

WHAT IS NOT WORKING AT MEALTIME?

A rectangular box with a light gray border, intended for the user to write what is not working at mealtime.

Feeding Problems Assignment

Observe and Reflect

Take time this week to track the foods your child willingly eats. Pay attention to the texture, temperature, taste, and consistency of each food—this can help you understand patterns and guide your next steps. List what you observe in the chart below.

Food	Texture	Temperature	Taste	Notes

Choose a Starting Point

Review your chart and look for patterns. Are most foods crunchy? Mild in flavor? Cold or room temperature? Based on that, choose one new food to introduce that is similar in one or more ways to what your child already eats.

What food will you try?

Make a Plan

Think about how you'll present the new food in a no-pressure, playful way. Can your child explore it with their hands? Smell it? Touch it to their lips? Plan one or two steps in the shaping process and how you'll reinforce each step.

How will you set up a successful experience?

Meeting Notes

MEETING NOTES

Feeding Problems Quiz

1. If your child has a very limited diet and is not maintaining a healthy weight, it's best to try gradual exposure strategies at home before involving a specialist.

A. True
B. False
2. Which of the following best describes a shaping approach to introducing a new food?

A. Hiding new foods in your child's preferred foods
B. Requiring your child to take one bite at every meal
C. Gradually building comfort by starting with tolerating the food near them and moving toward tasting and swallowing
D. Withholding preferred foods until the new food is eaten
3. Highly processed foods may be preferred by some autistic children because they are consistent in texture and flavor.

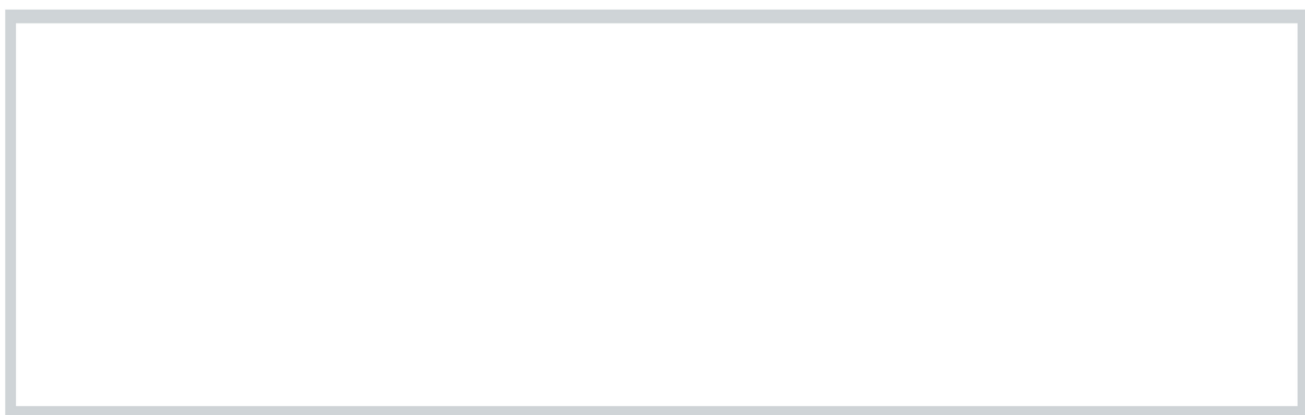
A. True
B. False
4. When creating a food exposure plan, which of the following is the most helpful first step?

A. Try as many new foods as possible to find one your child likes
B. Create a list of foods your child already eats and analyze their texture, temperature, and consistency
C. Replace all snacks with fruits and vegetables
D. Offer rewards only if your child swallows the new food
5. Which of the following should be avoided when using reinforcement with food?

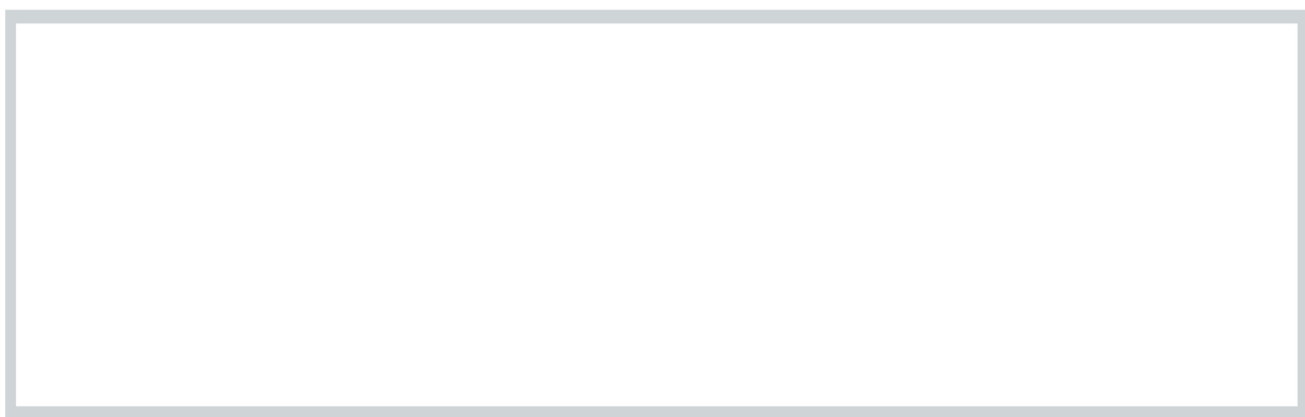
A. Offering the child a short break on a yoga ball after engaging with a non-preferred food
B. Praising the child for bringing a new food to their lips
C. Using a preferred, essential food as the only reward for eating a non-preferred food
D. Giving your child choices for non-food reinforcers like iPad time or bubbles

TRANSITION PLANNING

WHAT MAJOR TRANSITIONS HAS YOUR CHILD STRUGGLED WITH?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

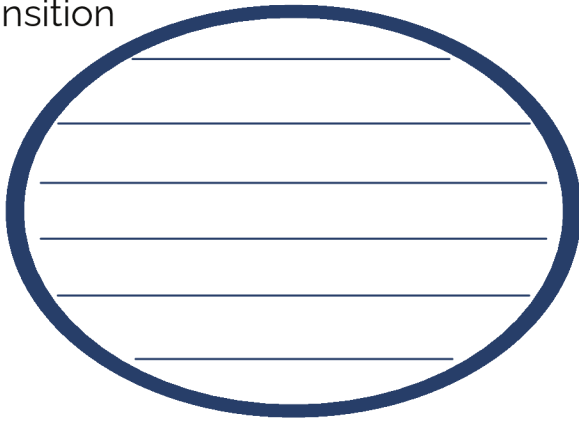
WHAT MAJOR TRANSITIONS ARE COMING UP IN YOUR CHILD'S LIFE?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question above.

Transition Planning Assignment

Let's get started by thinking about an upcoming change your child might experience. This could be a shift in daily routine, a new school, a family move, or a longer-term transition like puberty or preparing for adulthood. Use this worksheet to reflect and make a plan.

Step 1: Identify an Upcoming Transition



Step 2: What Might Be Hard About This Change?



Step 3: What Can You Do to Prepare?



Step 4: What Will Stay the Same?



Meeting Notes

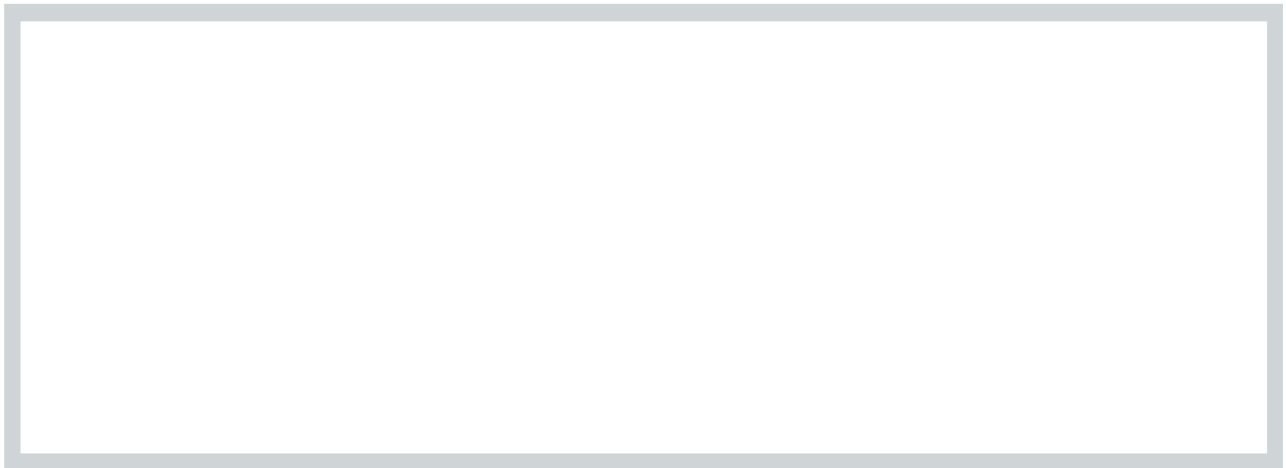
MEETING NOTES

Transition Planning Quiz

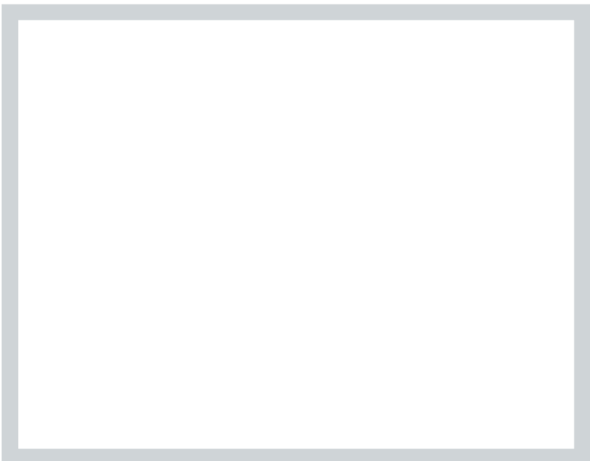
1. All transitions are school-related, such as moving from elementary to middle school.
 - A. True
 - B. False
2. What is one way parents can help their child prepare for a major transition?
 - A. Avoid talking about the change until the day it happens
 - B. Use punishment to prevent resistance
 - C. Begin talking about and practicing the change early
 - D. Keep routines exactly the same, no matter the context
3. Which of the following is a pre-vocational skill?
 - A. Following multi-step directions
 - B. Solving algebra problems
 - C. Learning to drive
 - D. Practicing deep breathing
4. Which of these is a helpful way to support transitions?
 - A. Remove all supports to promote independence
 - B. Keep expectations high without flexibility
 - c. Let the child lead every decision, regardless of safety
 - D. Use visuals, practice routines, and maintain consistency where possible
5. Parents should always wait for professionals to begin teaching self-advocacy skills.
 - A. True
 - B. False

INTRODUCTION TO SOCIAL SKILLS

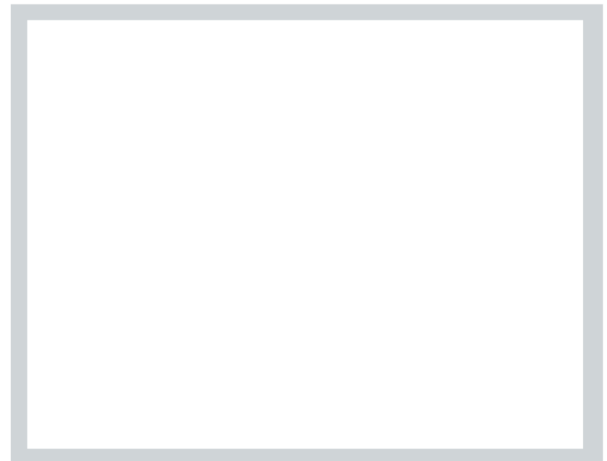
DESCRIBE YOUR CHILD'S INTERACTIONS WITH PEERS

A large, empty rectangular box with a light gray border, intended for a detailed description of a child's interactions with peers.

**WHAT DOES YOUR CHILD DO
WELL?**

A rectangular box with a light gray border, intended for describing the child's strengths or areas where they perform well.

**WHAT DOES YOUR CHILD NEED
SUPPORT WITH?**

A rectangular box with a light gray border, intended for describing areas where the child may need additional support or guidance.

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	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Social Situations

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>

Meeting Notes

MEETING NOTES

Introduction to Social Skills Quiz

1. Most autistics enjoy spending time with people who understand and accept them.
 - A. True
 - B. False

2. Social skills are important for a high quality of life and success in a job later in life.
 - A. True
 - B. False

3. Everyone wants and needs a large group of friends to feel happy and supported.
 - A. True
 - B. False

4. Everyone needs the same social skills.
 - A. True
 - B. False

5. What factors impact which social skills an individual needs?
 - A. Age
 - B. Culture
 - C. Environment
 - D. All of the above

SOCIAL SKILLS GOALS

WHAT DOES YOUR CHILD NEED TO LEARN?

A large, empty rectangular box with a light gray border, intended for writing the child's needs.

WHAT SOCIAL SKILLS DO YOU WANT TO TARGET?

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Social Skills Goals Assignment

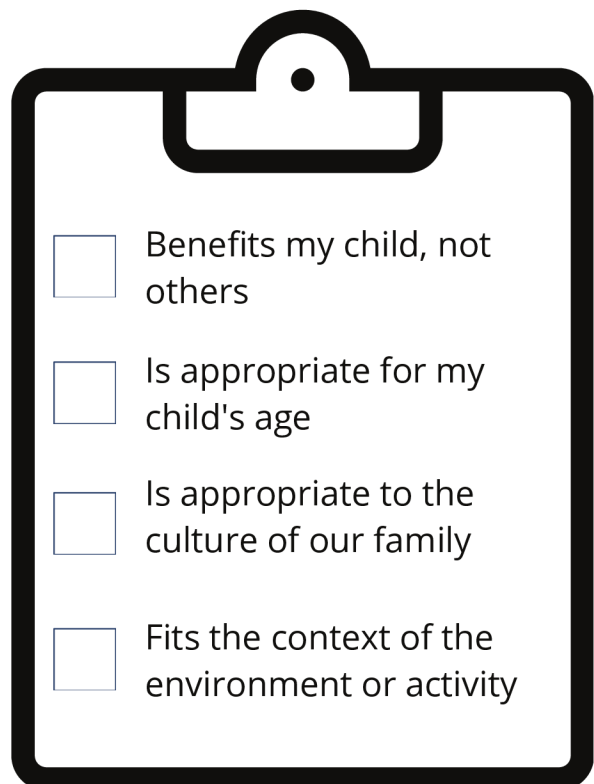
Observe your child's interactions with both peers and adults. Observe his skills in the following areas:

- 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

Meeting Notes

MEETING NOTES

Social Skills Goals Quiz

1. Which of the following skills should you avoid targeting?
 - A. Eye contact
 - B. Turn taking
 - C. Standing up for his rights
 - D. Expressing his feelings

2. You should target stereotypes if they make your child look different from his peers so he can fit in better.
 - A. True
 - B. False

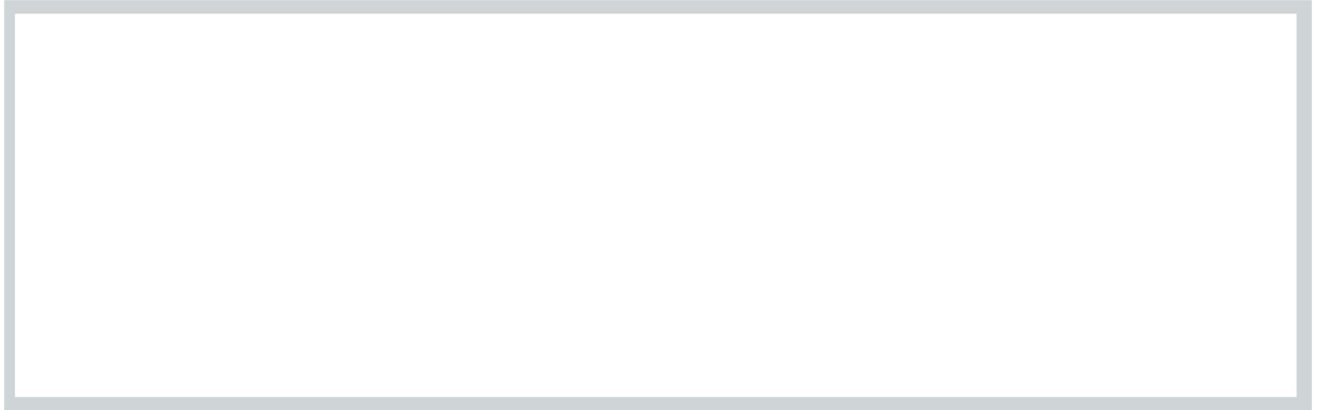
3. Two components of social skills are more age-related than others. These are (select all that apply):
 - A. Social play
 - B. Personal care
 - C. Work-related social skills
 - D. Imaginative play

4. You should have your child help choose goals if he's able to participate.
 - A. True
 - B. False

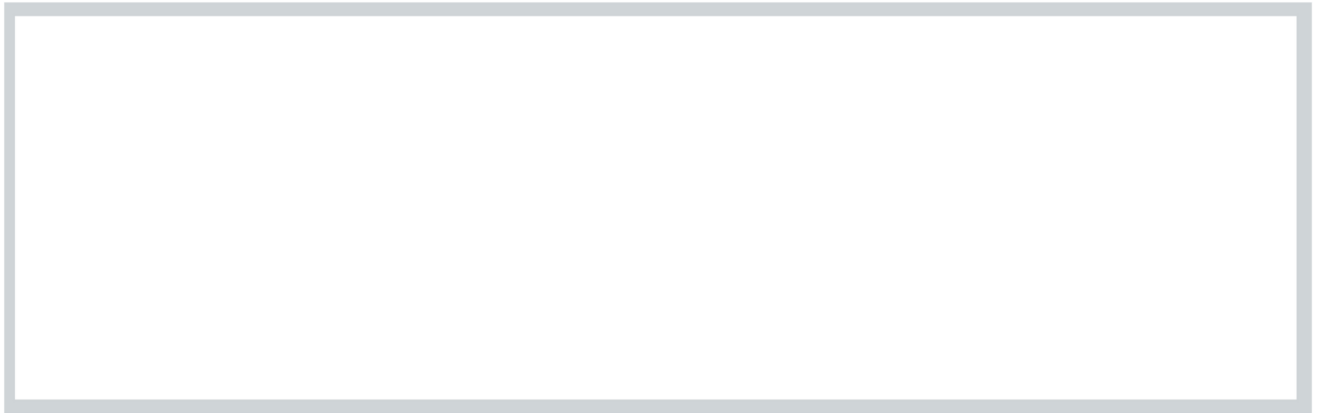
5. Components of social skills include all of the following except:
 - A. Perspective taking
 - B. Self-regulation
 - C. Problem solving
 - D. Speaking

TEACHING SOCIAL SKILLS

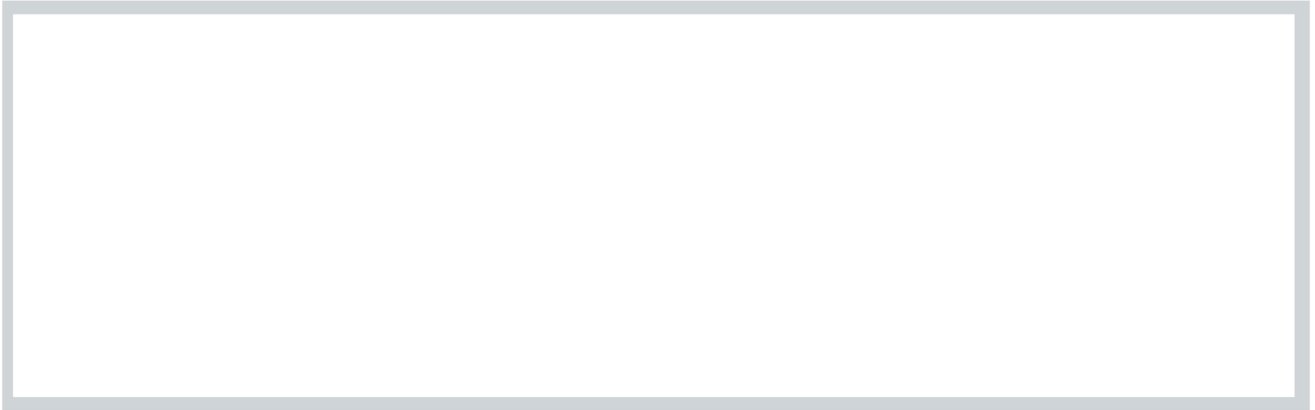
WHAT COMMUNICATION GAMES CAN YOU PLAY WITH YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write down communication games they can play with their child.

WHAT PERSPECTIVE GAMES CAN YOU PLAY WITH YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write down perspective games they can play with their child.

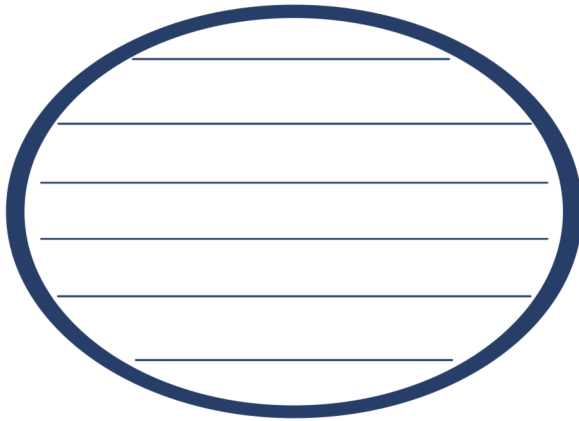
WHAT PROBLEM SOLVING GAMES CAN YOU PLAY WITH YOUR CHILD?

A large, empty rectangular box with a thin gray border, intended for the user to write their answer to the question above.

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 writing area with a thick dark blue border and five horizontal lines for text.

Goal:

A rectangular writing area with a thick dark blue border and five horizontal lines for text.

Goal:

A parallelogram-shaped writing area with a thick dark blue border and five horizontal lines for text.

Goal:

A rounded rectangular writing area with a thick dark blue border and three horizontal lines for text.

Meeting Notes

MEETING NOTES

Teaching Social Skills Quiz

1. Which of the following games teaches social communication and perspective taking?
 - A. Tag
 - B. Monopoly
 - C. Candyland
 - D. Hide and seek

2. When teaching problem solving, you should avoid using too much language and refrain from talking through your decision-making process.
 - A. True
 - B. False

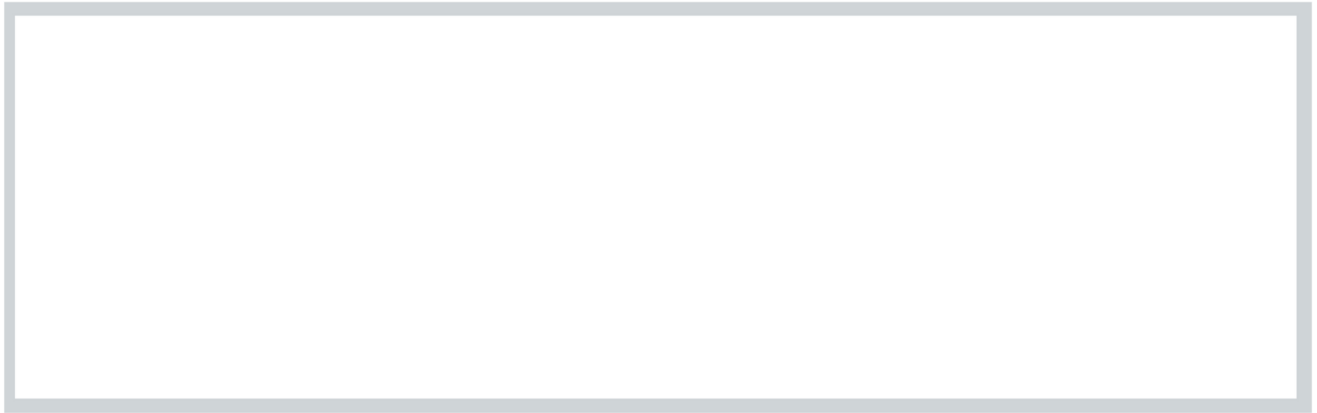
3. A tool used to help children identify alternative ways to respond to triggers is a:
 - A. Schedule
 - B. Social story
 - C. Picture cue
 - D. All of the above

4. Games make learning social skills fun and rewarding.
 - A. True
 - B. False

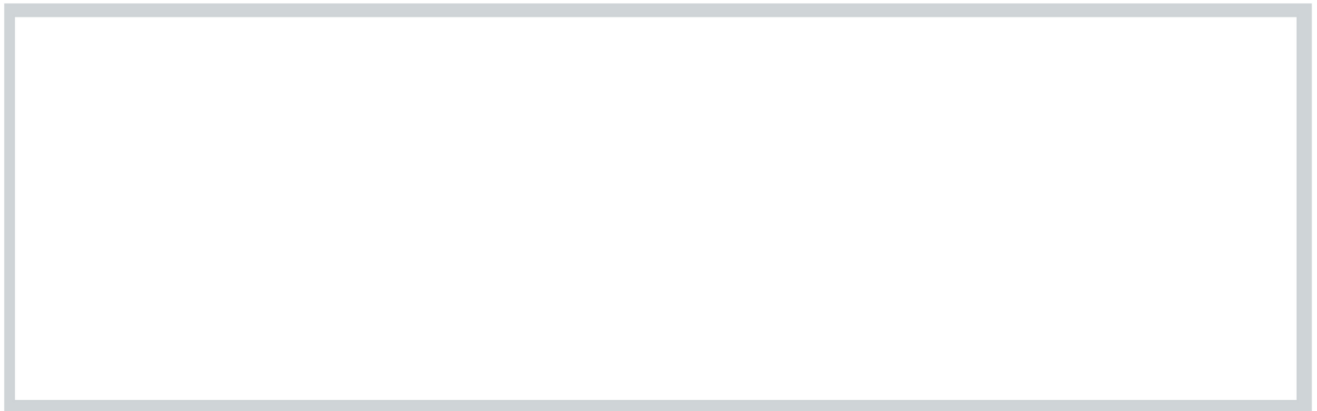
5. When teaching social play, you should:
 - A. Get your child involved in a lot of social activities so he has lots of opportunities to practice
 - B. Avoid activities that are your child's special interest because they are too restrictive
 - C. Include activities of special interest to your child
 - D. Spend at least 2 hours per day practicing social play

NAVIGATING THE SIBLING RELATIONSHIP

DESCRIBE HOW YOUR CHILDREN INTERACT



**WHAT STRATEGIES HAVE YOU USED TO HELP YOUR CHILDREN
INTERACT MORE POSITIVELY?**



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?

Meeting Notes

MEETING NOTES

Navigating the Sibling Relationship Quiz

1. Setting aside time for siblings to play together with shared activities can help build positive relationships.

A. True
B. False
2. Which of the following is a helpful strategy to reduce sibling conflict?

A. Expect siblings to resolve all disagreements independently
B. Use group reinforcement systems to encourage teamwork
C. Avoid giving either child individual attention
D. Ignore minor conflicts to teach resilience
3. Each child should have access to a private space, even if they share a room.

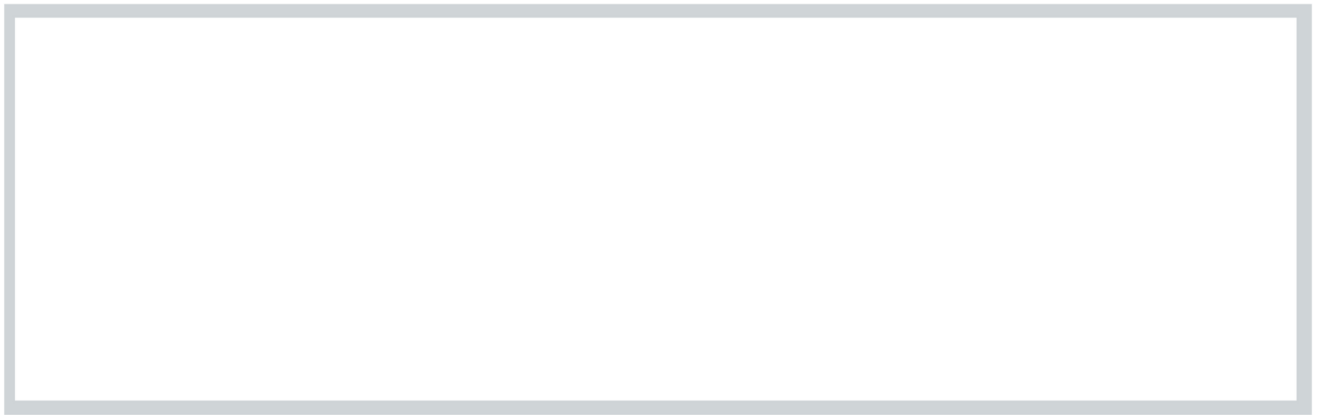
A. True
B. False
4. Which of the following might help set the stage for positive sibling interactions?

A. Assigning joint clean-up tasks without instructions
B. Planning short, structured games both children enjoy
C. Giving one child control over all decisions
D. Ignoring one child to reduce jealousy
5. What is one benefit of using reinforcement to encourage positive sibling interactions?

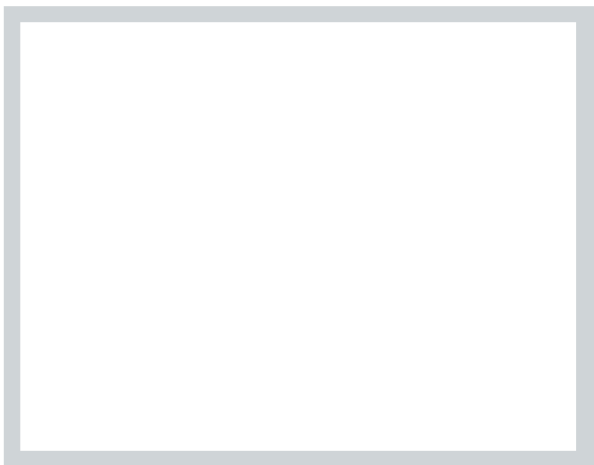
A. It allows parents to use screen time as a consequence
B. It eliminates the need for adult supervision
C. It guarantees siblings won't argue again
D. It increases the likelihood of cooperation and kind behavior

WHAT IS CHALLENGING BEHAVIOR?

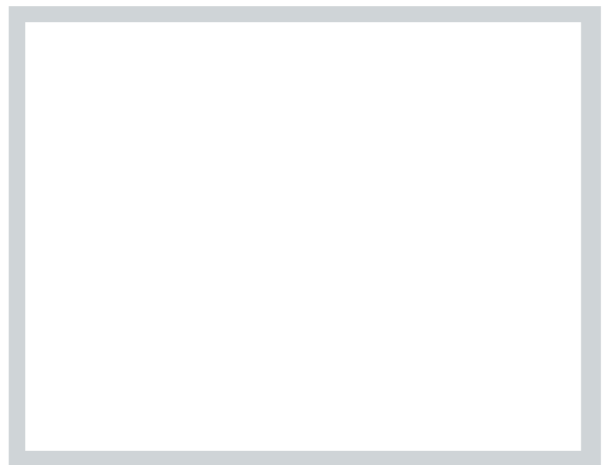
WHAT MIGHT YOUR CHILD BE TELLING YOU WITH HIS BEHAVIOR?

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WHAT SITUATIONS OFTEN TRIGGER CHALLENGING BEHAVIOR?

A square, empty box with a light gray border, intended for a person to write their response to the question above it.

WHAT CAN YOU DO TO IMMEDIATELY STOP THE BEHAVIOR?

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What Is Challenging Behavior?

Assignment

We all engage in challenging behavior from time to time. When do some of your own behaviors become challenging? Why do you continue to engage in these behavior?

Now consider some of your child's behaviors. Are they a problem in some contexts but not others?

What behaviors have become
challenging?

What makes these
behaviors challenging?

What do you think your child is saying with these behaviors?

Meeting Notes

MEETING NOTES

What is Challenging Behavior?

Quiz

1. When does a behavior become challenging and need to be addressed?
 - A. Immediately as soon as it occurs
 - B. Children should be allowed to express themselves however they feel so you shouldn't address challenging behavior
 - C. If it appears to be escalating or persistent and will impact the child's independence
 - D. After it occurs for 6-12 months consistently
2. Everyone engages in behavior that someone else would consider challenging at some point.
 - A. True
 - B. False
3. Challenging behavior can be which of the following?
 - A. Potentially dangerous
 - B. Disruptive
 - C. Problematic in the community
 - D. All of the above
4. Challenging behavior often develops quickly and out of the blue so parents are not prepared to address them.
 - A. True
 - B. False
5. Challenging behavior is most often a form of communication. Your goal is to figure out what your child is telling you with her behavior.
 - A. True
 - B. False

Context of Behavior Assignment

Practice collecting ABC data over the course of several days. Observe your child and take note of the context of your child's behavior.

- Record ABC data for 3 desirable behaviors (i.e. asking for a drink, cleaning up when asked, etc.)
- Record ABC data for 3 undesirable behaviors (i.e. screaming, throwing toys, etc.)

Desirable Behavior 1

Antecedent	Behavior	Consequence

Desirable Behavior 2

Antecedent	Behavior	Consequence

Desirable Behavior 3

Antecedent	Behavior	Consequence

Undesirable Behavior 1

Antecedent	Behavior	Consequence

Undesirable Behavior 2

Antecedent	Behavior	Consequence

Undesirable Behavior 3

Antecedent	Behavior	Consequence

Meeting Notes

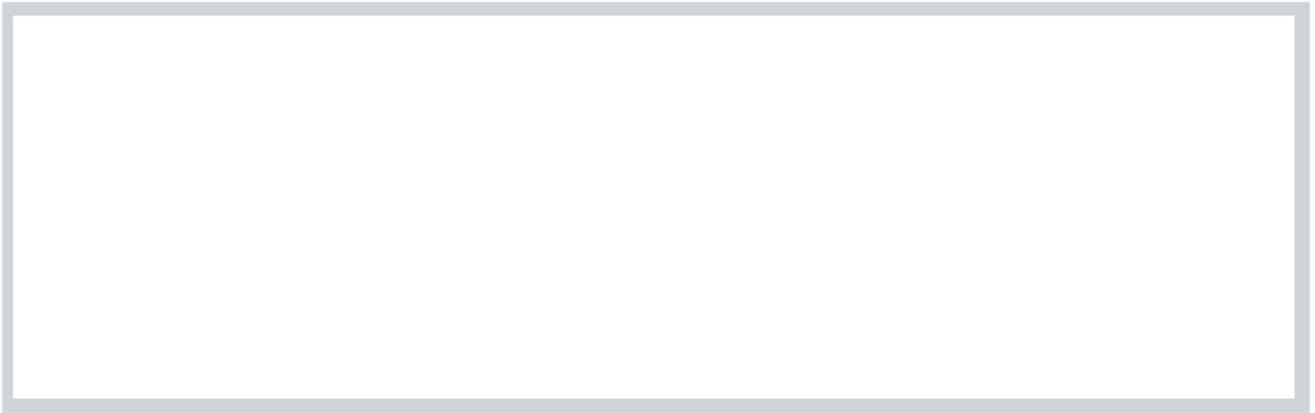
MEETING NOTES

Context of Behavior Quiz

1. Immediately follows (i.e. within 30s) the behavior you want to learn more about.
 - A. Setting event
 - B. Antecedent
 - C. Behavior
 - D. Consequence
2. Occurs well before the behavior you are interested in and makes a behavior more or less likely to occur.
 - A. Setting event
 - B. Antecedent
 - C. Behavior
 - D. Consequence
3. Anything a person does that you want to learn more about.
 - A. Setting event
 - B. Antecedent
 - C. Behavior
 - D. Consequence
4. Occurs just before (i.e. within 30s) of the behavior and is sometimes referred to as the trigger.
 - A. Setting event
 - B. Antecedent
 - C. Behavior
 - D. Consequence
5. The consequence is a traditional parenting technique such as time out.
 - A. True
 - B. False

WHY DOES MY CHILD DO THAT?

WHAT DO YOU AND YOUR CHILD ACCESS USING BEHAVIOR?

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WHAT DO YOU AND YOUR CHILD ESCAPE USING BEHAVIOR?

A large, empty rectangular box with a light gray border, intended for handwritten notes or answers.

Why Does My Child Do That?

Assignment

Collect ABC data for one behavioral event (it might include multiple behaviors as seen in the example). Then use that information to guess what your child might be trying to say to you with his behavior.

Antecedent	Behavior	Consequence

What is he saying?

Meeting Notes

MEETING NOTES

Why Does My Child Do That? Quiz

1. The ABCs of behavior only apply to children's behavior.
 - A. True
 - B. False

2. What are categories of things a person can access with their behavior?
 - A. Tangible
 - B. Attention
 - C. Sensory
 - D. All of the above

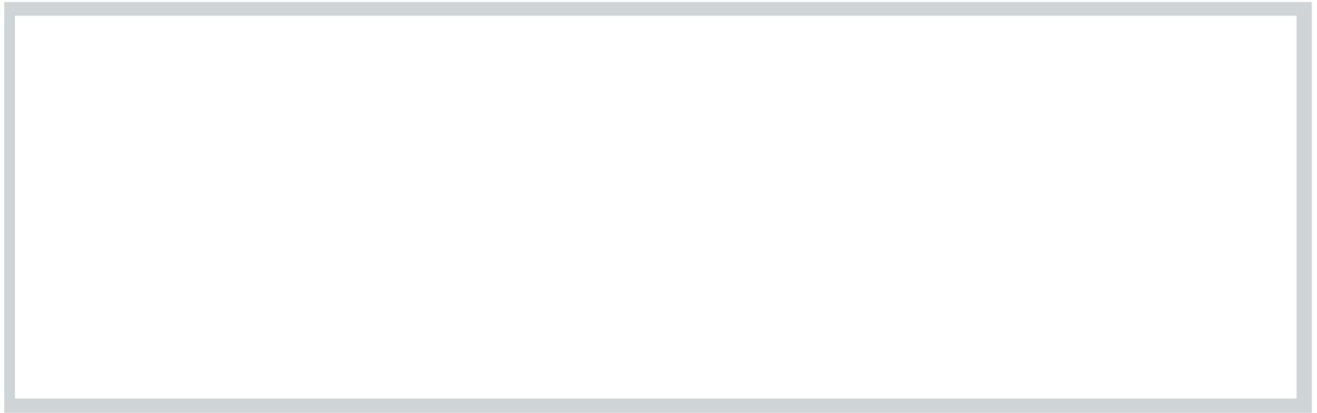
3. Putting on sunglasses because the bright sun is hurting your eyes is most likely maintained by access to a tangible.
 - A. True
 - B. False

4. You collect ABC data to help you understand the context within which the behavior occurs so you can identify what your child "gets" out of the behavior.
 - A. True
 - B. False

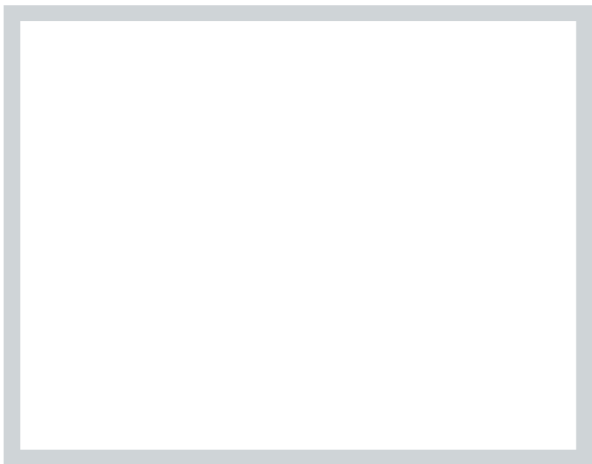
5. Behavior is communication. Your job is to figure out what your child is telling you.
 - A. True
 - B. False

DECIDING HOW TO INTERVENE

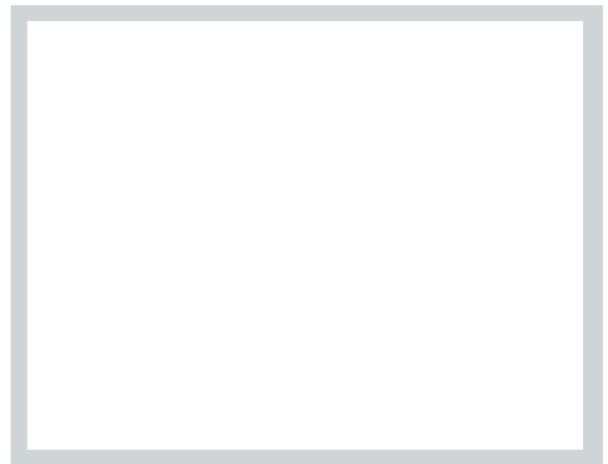
WHAT QUESTIONS OR CONCERNS DO YOU HAVE?



WHAT WOULD YOU LIKE YOUR CHILD TO DO INSTEAD OF THE CHALLENGING BEHAVIOR?



WHAT IS SOMETHING THAT WOULD HELP YOUR CHILD GET THE SAME REINFORCER AS THE CHALLENGING BEHAVIOR BUT BE MORE APPROPRIATE?



Deciding How to Intervene

Assignment

Take some time to work through the competing behavior pathway with one of your child's challenging behaviors. Fill in each of the squares, identifying a replacement behavior that helps him get what he wants and what behavior you ultimately want him to engage in. What interventions will support your child in engaging in this behavior?

Setting Event	Antecedent	Challenging Behavior	Consequence

Replacement Behavior

Setting Event Accommodations	Antecedent Interventions	Desired Behavior	Consequence Interventions

Meeting Notes

MEETING NOTES

Deciding How to Intervene Quiz

1. The behavior you will accept temporarily instead of the challenging behavior is a(n):
 - A. Setting event accommodation
 - B. Antecedent intervention
 - C. Replacement behavior
 - D. Consequence intervention

2. What you will do after your child engages in a desired behavior is a(n):
 - A. Setting event accommodation
 - B. Antecedent intervention
 - C. Replacement behavior
 - D. Consequence intervention

3. What you will change when situations come up that usually make challenging behavior more common is a(n):
 - A. Setting event accommodation
 - B. Antecedent intervention
 - C. Replacement behavior
 - D. Consequence intervention

4. What you will do before a challenging behavior begins to make your child more likely to respond to triggers by engaging in a desired behavior is a(n):
 - A. Setting event accommodation
 - B. Antecedent intervention
 - C. Replacement behavior
 - D. Consequence intervention

5. The replacement behavior you choose should get your child the same thing he gets with the challenging behavior, even if it's not what you ultimately want him to do.
 - A. True
 - B. False

RESPONDING WITH COMPASSION

HOW DO YOU USUALLY RESPOND TO CHALLENGING BEHAVIOR?

**HOW DOES YOUR CHILD RESPOND
TO THIS?**

**WHAT STRATEGIES CAN YOU USE
TO RESPOND WITH MORE
COMPASSION?**

Responding with Compassion Assignment

PART 1: PHRASES IN ACTION

Choose three common challenging moments your child experiences. For each situation, write down a compassionate phrase you will use to acknowledge their feelings and de-escalate the situation.

Challenging Moment	Compassionate Phrase
Example: Crying when frustrated	"I see you're upset. Let's take a break."

PART 2: VISUAL SUPPORTS PLAN

Identify one situation where your child could benefit from a visual support. Describe the support you will create (e.g., break card, choice board) and how you'll introduce it.

Challenging Moment	Visual Support	How to Introduce It
Example: Difficulty transitioning	First-Then Chart	Show before a task and explain reward.

Meeting Notes

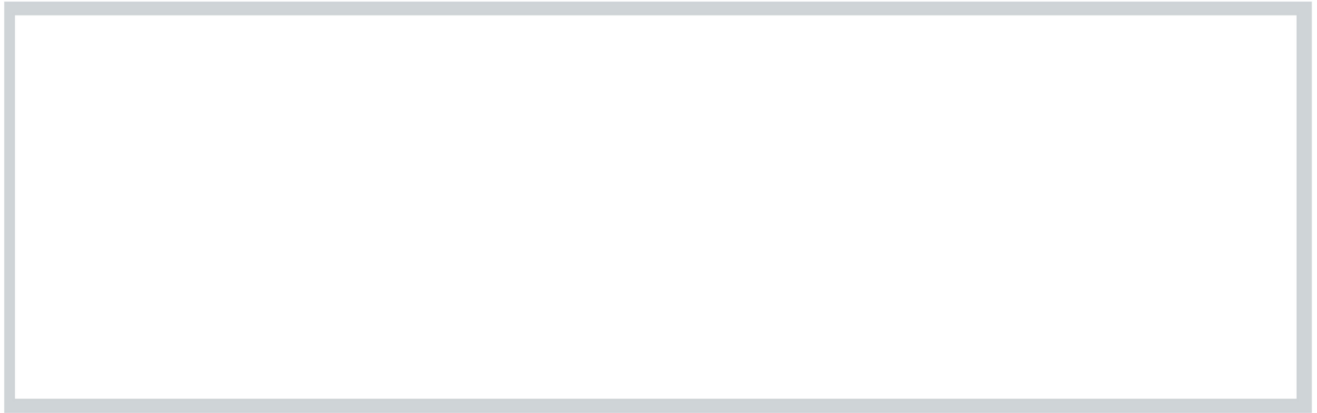
MEETING NOTES

Responding with Compassion Quiz

1. What is the primary goal of compassionate care during challenging moments?
 - A. To ensure your child learns boundaries immediately
 - B. To meet your child where they are emotionally and address their needs
 - C. To ignore challenging behaviors until they stop
 - D. To focus on correcting the behavior as quickly as possible
2. Which of the following is an example of addressing your child's need during a challenging moment?
 - A. Ignoring their cries for attention to avoid reinforcing the behavior
 - B. Telling them to stop their behavior immediately
 - C. Offering a break when they are frustrated and overwhelmed
 - D. Removing their favorite toy as a consequence
3. What does the term "extinction burst" mean?
 - A. A moment when a child suddenly calms down after ignoring their behavior
 - B. An escalation in the intensity or frequency of a behavior after reinforcement is removed
 - C. A phase where a child no longer engages in challenging behaviors
 - D. A natural reduction in challenging behavior without intervention
4. Why is it important to avoid teaching new skills during the heat of the moment?
 - A. Your child might not listen to you
 - B. Challenging behaviors should always be ignored
 - C. Your child's ability to learn is reduced when they are upset or overwhelmed
 - D. It's more important to focus on discipline in the moment
5. Which of the following strategies aligns with compassionate care?
 - A. Using a calm voice to reassure your child and offering comfort
 - B. Ignoring their behavior to avoid reinforcing it
 - C. Punishing challenging behaviors to teach accountability
 - D. Waiting until the behavior escalates before responding

HOW DO I KNOW IF THIS IS WORKING?


WHICH DATA COLLECTION METHOD MAKES THE MOST SENSE TO YOU?



WHAT STRATEGIES CAN YOU USE TO MAKE DATA COLLECTION EASIER?



WHAT IS ONE BEHAVIOR YOU CAN COMMIT TO COLLECTING DATA ON?



How Do I Know If This Is Working? Assignment

Choose a data collection method and use it to measure your child's behavior. You can also use the data collection method recommended by your BCBA.

[illegible]

[illegible]

[illegible]

Meeting Notes

MEETING NOTES

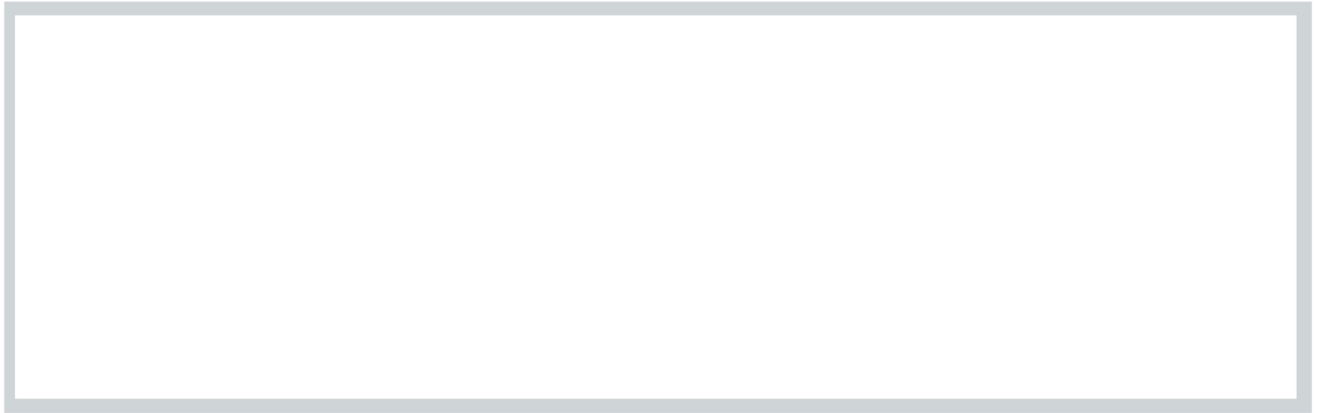
How Do I Know If This Is Working?

Quiz

1. What type of data collection might you choose for a behavior that has a discrete beginning and end and takes only a moment to complete?
 - A. Frequency/rate
 - B. Duration
 - C. Likert scale
2. What type of data collection might you choose for a behavior that occurs over varying amounts of time and doesn't have a discrete beginning and end?
 - A. Frequency/rate
 - B. Duration
 - C. Likert scale
3. Only your BCBA can graph data.
 - A. True
 - B. False
4. What type of data collection might you choose for a behavior that may be more acceptable if it occurs at a lower intensity?
 - A. Frequency/rate
 - B. Duration
 - C. Likert scale
5. Data collection is hard and takes a lot of time.
 - A. True
 - B. False

EMOTIONAL REGULATION

WHAT SITUATIONS ARE HARDEST FOR YOUR CHILD TO NAVIGATE?

A large, empty rectangular box with a light gray border, intended for the user to write down situations that are hardest for their child to navigate.

**WHAT HAS WORKED TO HELP
YOUR CHILD DE-ESCALATE IN THE
PAST?**

A rectangular box with a light gray border, intended for the user to write down what has worked to help their child de-escalate in the past.

**WHAT DOESN'T WORK TO HELP
CALM YOUR CHILD?**

A rectangular box with a light gray border, intended for the user to write down what doesn't work to help calm their child.

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..."

Meeting Notes

MEETING NOTES

Emotional Regulation Quiz

1. What is emotional regulation?
 - A. The ability to ignore emotions and stay focused
 - B. The skill of recognizing, understanding, and managing emotions in a healthy way
 - C. A behavior that children develop automatically without guidance
 - D. A strategy used only for children with special needs

2. Why do some children struggle with emotional regulation?
 - A. Their brain is still developing, and self-regulation skills take time to grow
 - B. They choose to have meltdowns to get attention
 - C. They need more discipline and strict rules
 - D. Emotional regulation is a skill that cannot be taught

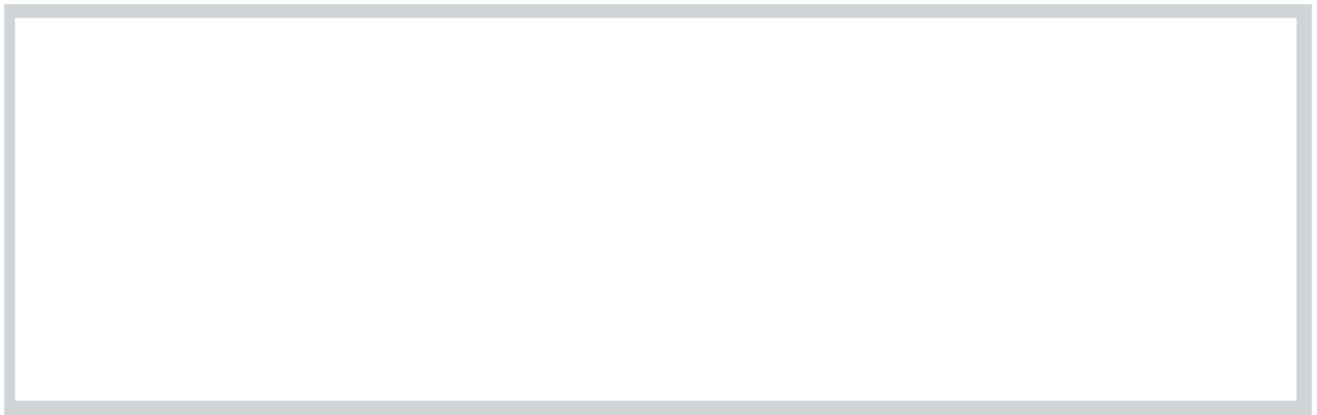
3. Which of the following is an example of co-regulation?
 - A. Ignoring your child's emotions so they learn to manage them on their own
 - B. Telling your child to stop crying immediately when they get upset
 - C. Staying calm, using a soothing voice, and modeling deep breaths when your child is overwhelmed
 - D. Letting your child experience frustration without any support or guidance

4. What is the best way to teach emotional regulation skills?
 - A. Correcting the child only when they are upset
 - B. Practicing coping skills when the child is already calm
 - C. Using punishment when a child displays big emotions
 - D. Avoiding situations that might upset the child

5. Which of these strategies can help a child develop emotional regulation?
 - A. Encouraging deep breathing and using sensory tools
 - B. Avoiding all frustrating situations so they never get upset
 - C. Forcing a child to calm down quickly without support
 - D. Ignoring emotional outbursts completely

FUNCTIONAL COMMUNICATION TRAINING (FCT)

WHAT DOES YOUR CHILD'S COMMUNICATION LOOK LIKE?

A large, empty rectangular box with a light gray border, intended for a user to describe their child's communication.

**IN WHAT SITUATIONS DOES YOUR
CHILD STRUGGLE TO
COMMUNICATE EFFECTIVELY?**

A rectangular box with a light gray border, intended for a user to describe situations where their child struggles to communicate.

**WHAT STRATEGIES HAVE YOU
TRIED IN PAST TO IMPROVE YOUR
CHILD'S COMMUNICATION?**

A rectangular box with a light gray border, intended for a user to describe strategies they have tried to improve their child's communication.

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

Meeting Notes

MEETING NOTES

FCT Quiz

1. What is the primary goal of Functional Communication Training (FCT)?
 - A. To eliminate all challenging behaviors
 - B. To help children communicate their needs in a more effective way
 - C. To teach children to follow directions without question
 - D. To discourage children from expressing frustration

2. Before choosing a new communication method, what should you do first?
 - A. Ignore the challenging behavior
 - B. Teach a replacement skill right away
 - C. Identify the function of the behavior
 - D. Use the same communication method for all children

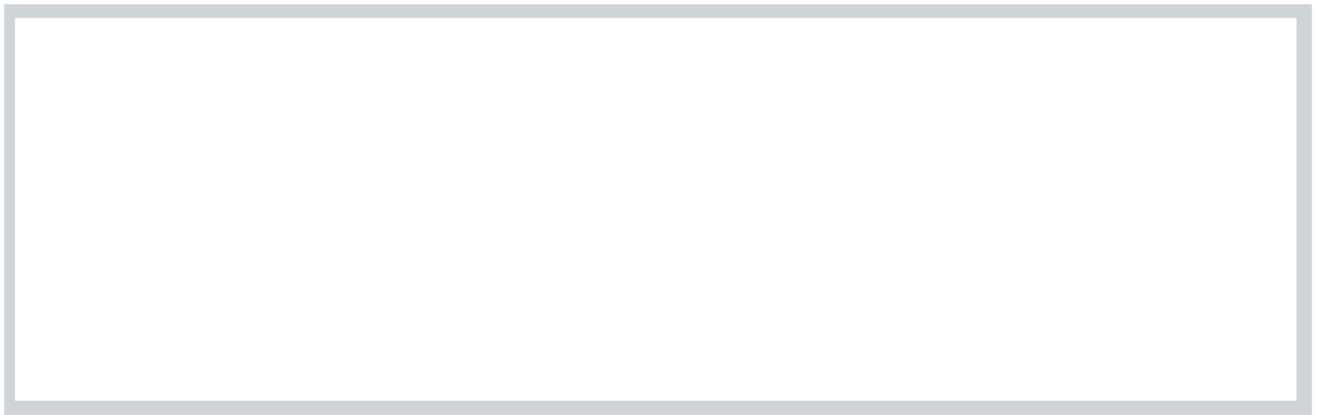
3. Which of the following is an example of an effective communication method in FCT?
 - A. A child hitting a sibling to get a toy
 - B. A child pointing to a picture of a toy to request it
 - C. A child screaming when they want attention
 - D. A child refusing to make eye contact

4. Why is it important to teach a communication method that is easy for the child to use?
 - A. So they can use it faster than engaging in the challenging behavior
 - B. Because all children must use verbal speech
 - C. So they don't have to practice it in different settings
 - D. To make it easier for adults to respond to them

5. What is a key strategy for ensuring a child consistently uses their new communication skill?
 - A. Only have parents encourage the new skill
 - B. Only practice it at home
 - C. Let the child figure out when to use it on their own
 - D. Reinforce the skill every time the child uses it correctly

USING TECHNOLOGY TO SUPPORT ABA

WHAT TECHNOLOGY ARE YOU CURRENTLY USING WITH YOUR CHILD?

A large, empty rectangular box with a light gray border, intended for the user to write their response to the question about current technology use.

**HOW DOES YOUR CHILD RESPOND
TO THAT TECHNOLOGY?**

A rectangular box with a light gray border, intended for the user to write their response to the question about their child's response to technology.

**WHAT ADDITIONAL TYPES OF
TECHNOLOGY HAVE YOU
CONSIDERED?**

A rectangular box with a light gray border, intended for the user to write their response to the question about additional types of technology considered.

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

Meeting Notes

MEETING NOTES

Using Technology To Support ABA Quiz

1. Visual schedules, timers, and choice boards are examples of technology that can support your child's independence and daily routines.
 - A. True
 - B. False

2. Which of the following is a sign that technology use may be interfering with your child's progress?
 - A. Your child transitions easily away from screens
 - B. Your child chooses a tech-free activity without prompting
 - C. Your child has frequent tantrums when technology is removed
 - D. Your child uses a visual timer to end screen time independently

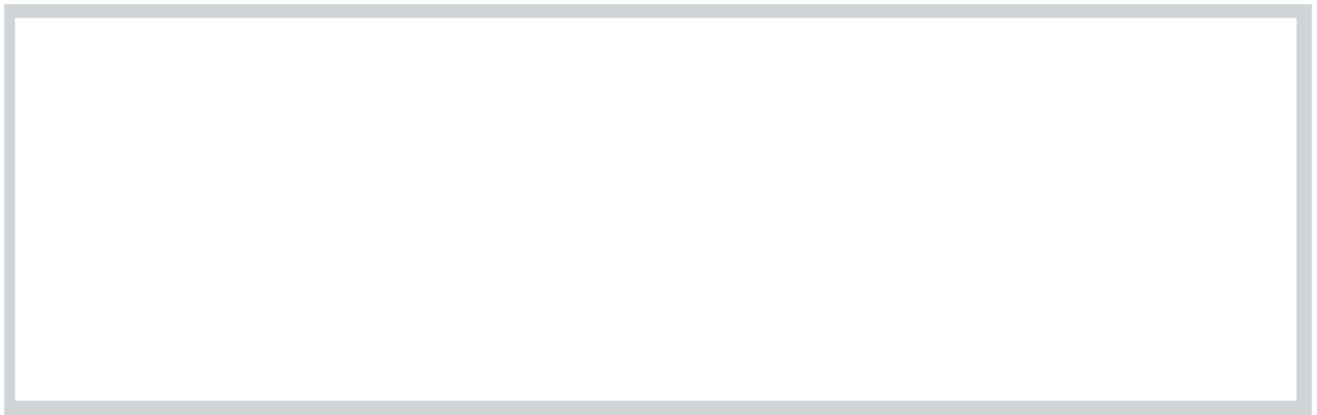
3. Using technology as a reinforcer should be avoided in ABA-based programs.
 - A. True
 - B. False

4. What is one way your BCBA® can support the use of technology in your child's ABA plan?
 - A. Set screen time limits for all children
 - B. Recommend devices based on brand popularity
 - C. Help match technology tools to your child's goals
 - D. Remove all technology from your child's day

5. It's important to build in tech-free time each day to encourage social interaction and other types of play.
 - A. True
 - B. False

TROUBLESHOOTING ABA STRATEGIES

WHAT CHALLENGES HAVE YOU EXPERIENCED WITH ABA STRATEGIES?



HOW HAVE YOU ATTEMPTED TO OVERCOME THESE CHALLENGES?



HOW HAS THIS IMPACTED YOUR CONSISTENCY IN IMPLEMENTING THE STRATEGIES?



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®

Troubleshooting ABA Strategies Quiz

1. If an ABA strategy doesn't seem to be working right away, it means the strategy is ineffective.
 - A. True
 - B. False

2. When troubleshooting an ABA strategy, what should you do first?
 - A. Try a completely different strategy right away
 - B. Check your expectations and give the strategy time to work
 - C. Remove reinforcement to see if that changes behavior
 - D. Ignore the behavior and hope it improves on its own

3. If a strategy is not working, it's best to make multiple changes at once to speed up progress.
 - A. True
 - B. False

4. Which of the following is NOT a possible reason why an ABA strategy may not be working?
 - A. The child does not fully understand what is expected
 - B. The strategy is not a good fit for the child
 - C. The parent is adjusting the strategy too soon
 - D. The child is purposefully trying to be difficult

5. When should you seek additional help from a BCBA®?
 - A. If you've tried small adjustments and are still not seeing progress
 - B. As soon as your child resists the strategy once
 - C. If the behavior gets slightly worse before it improves
 - D. Only if your child has a major meltdown

Meeting Notes

MEETING NOTES

APPENDIX: DATA COLLECTION SHEETS

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Antecedent	Behavior	Consequence
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Competing Behavior Pathway

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		<div>Replacement Behavior</div> <div></div>	
<div>Setting Event Accommodations</div> <div></div>	<div>Antecedent Interventions</div> <div></div>	<div>Desired Behavior</div> <div></div>	<div>Consequence Interventions</div> <div></div>

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Frequency Data Collection

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Duration Data Collection

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