



# Positive Solutions for Families

## Family Handbook



# Contents

<b>Session 1: Making the Connection</b> .....	<b>3</b>	<b>Session 5: Teach Me What to Do</b> .....	<b>37</b>
Activity 1: Relationships	3	Activity 1: Affirmation	37
Activity 2: Apply It and Try It. Making Connections	5	Activity 2: Apply It and Try It. Teaching Emotions	39
Activity 3: Apply It and Try It. Tips for Encouraging Your Child—Powerful Practices!	7	Activity 3: Apply It and Try It. Teaching Self-Regulation or Problem-Solving	41
<b>Session 2: Keeping It Positive</b> .....	<b>9</b>	<b>Session 6: Responding With Purpose</b> .....	<b>43</b>
Activity 1: Affirmation	9	Activity 1: Affirmation	43
Activity 2: Apply It and Try It. Encouraging Positive Behavior	11	Activity 2: Apply It and Try It. Logical Consequences	45
Activity 3: Positive Words Activity	13	<b>Session 7: Putting It All Together With a Plan</b> .....	<b>47</b>
<b>Session 3: Behavior Has Meaning</b> .....	<b>15</b>	Activity 1: Affirmation	47
Activity 1: Affirmation	15	Activity 2: Family Planning Sheet	49
Activity 2: Apply It and Try It. Why Do Children Do What They Do?	17	<b>Session 7: Putting It All Together With a Plan</b> .....	<b>53</b>
Activity 3: Apply It and Try It. Family Rules	29	Activity 2: Family Planning Sheet	53
<b>Session 4: The Power of Routines</b> .....	<b>31</b>	<b>Resource Materials</b> .....	<b>55</b>
Activity 1: Affirmation	31		
Activity 2: Apply It and Try It. Creating a Family Routine	33		
Activity 3: Apply It and Try It. Teaching the Routine	35		



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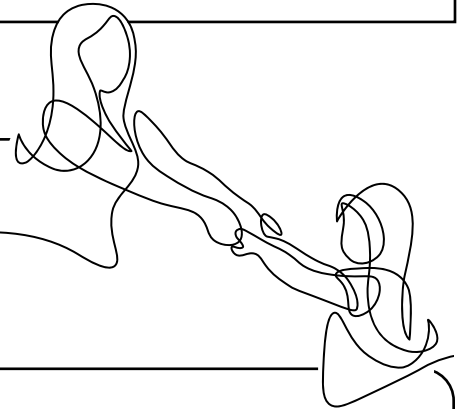
Pub: 07/12/2021



Session 1: Making the Connection

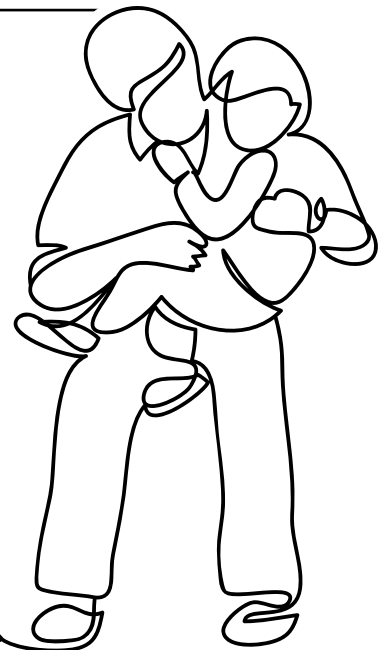
**Activity 1: Relationships**

Name:



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

How did this person make you feel?

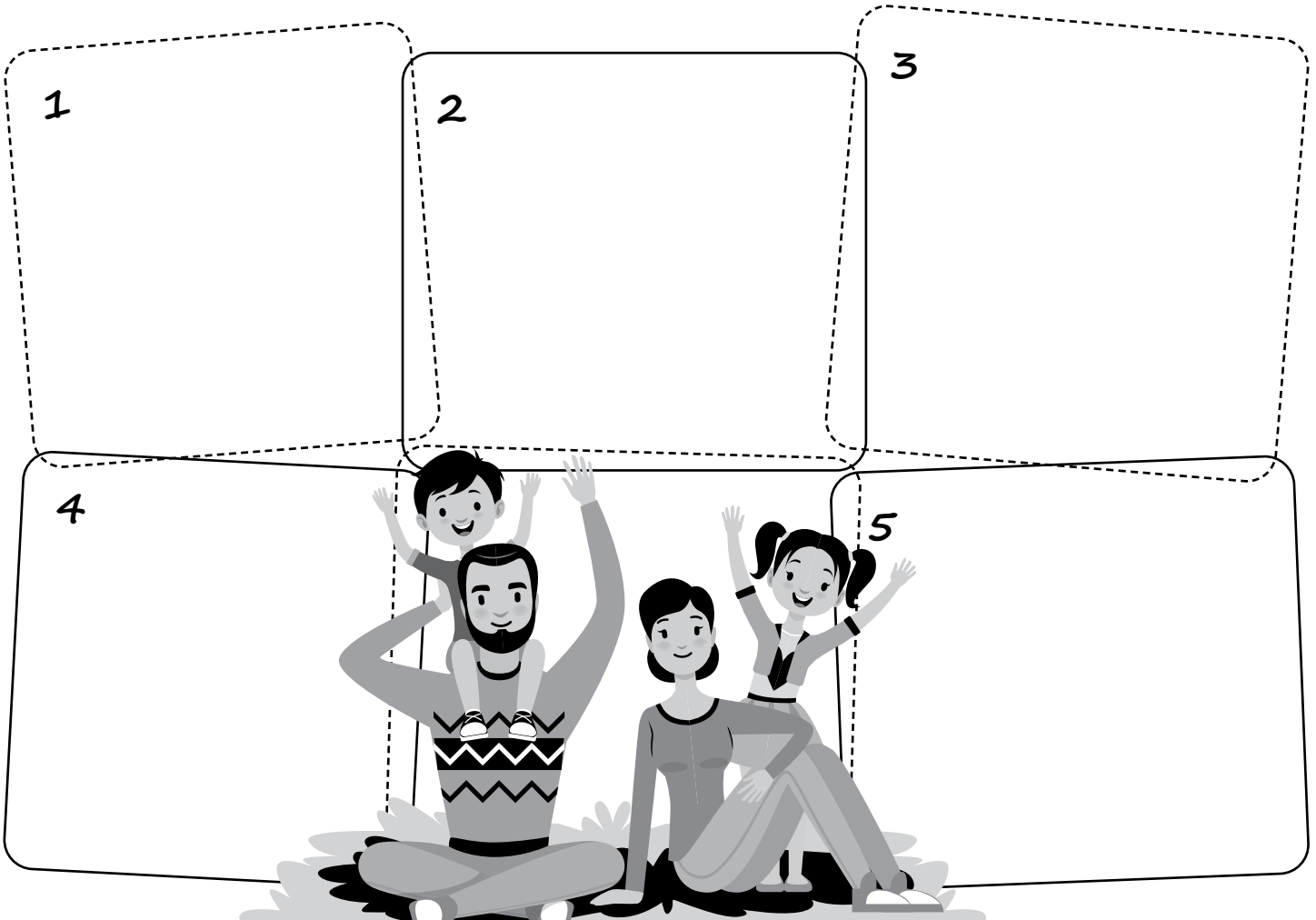




Session 1: Making the Connection

## Activity 2: Apply It and Try It. Making Connections

*“All time with your kids—all time with anyone you love—is created equal. What you do with it is what makes it special. Not where. Or for how long. Or at what cost.”<sup>1</sup>*



### Some ideas to try...

Read a book

Take a walk

Sing favorite songs

Eat a favorite snack

Hold a dance party

Ask your child about their day

Talk, sing, and play games like “I spy” while waiting in line (at grocery store or waiting at bus stop)

Hugs, high-fives, and affection

Let your child be your special helper (e.g., helping with dinner, laundry)

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



Session 1: Making the Connection

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

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



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

I provided encouragement when my child...	What I said and did...
<i>Put on her shoes</i>	<i>“Awesome job putting on your shoes!” and gave her thumbs up</i>



*How did my child respond?  
How did I feel about using the strategy?*

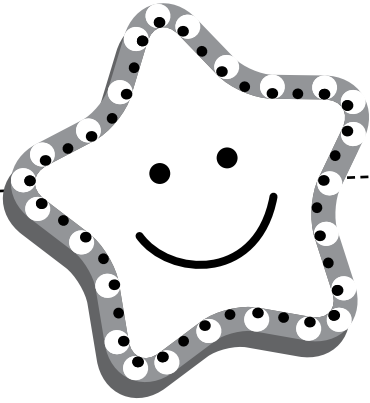


Session 2: Keeping It Positive

**Activity 1: Affirmation**

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

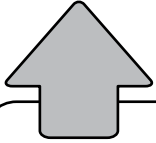
Write an encouraging note or positive comment to yourself about something that you did with your child this last week.





Session 2: Keeping It Positive

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



List behaviors you would like to see

**MORE of:**

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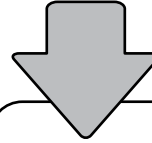
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List behaviors you would like to see

**LESS of:**

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List ways to **ENCOURAGE**

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

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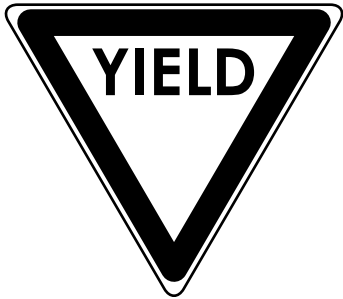
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Session 2: Keeping It Positive

## Activity 3: Positive Words Activity



State directions in a positive way:



Tell your child what to do



Use simple words and phrases



Show a picture of the action or model the action

Avoid this...

Say this instead...

*Don't run!*

*Stop climbing!*

*Don't touch!*

*No yelling!*

*Stop whining!*

*Don't hit!*

*No coloring on the wall!*

*Don't throw your block!*



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

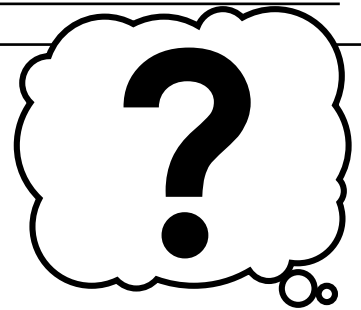


*How many times I stated directions in a positive way:*

A horizontal row of ten star-shaped icons. The first star on the left contains a checkmark, while the remaining nine stars are empty outlines.

*Positive things I said:*

A large rectangular box with rounded corners containing ten horizontal lines for writing.



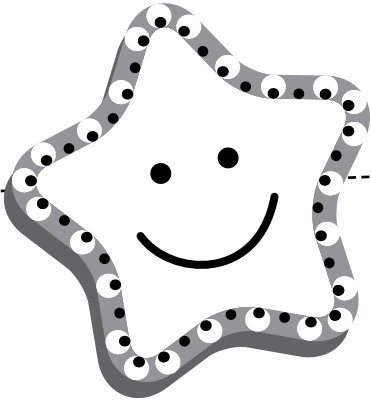


Session 3: Behavior Has Meaning

**Activity 1: Affirmation**

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

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



A large, empty rectangular area enclosed by a dashed black line, intended for writing an affirmation. A dashed line extends from the top-left corner of this area to the star character.



Session 3: Behavior Has Meaning

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

Describe the *behavior*:

How long  
the behavior lasted:

### What happened before?

I told or asked my child to do something

My child was playing alone

Changed or ended my child's activity

My child moved from one activity to another

I removed an object from my child

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

An object was out of reach

I was giving attention to others

My child was doing an activity they didn't like

The task/activity was difficult for my child

My child requested something

Other (specify) \_\_\_\_\_

### What Happened After? How did it end?

I gave my child attention

I punished or scolded my child

I gave my child an object/activity/food

I withdrew my request or demand

I removed my child from activity/area

I hugged my child

I ignored my child

I helped my child

I used "time-out"

Other (specify) \_\_\_\_\_

### Why do you think your child was using this behavior?

### What do you think they were trying to tell you?





Session 3: Behavior Has Meaning

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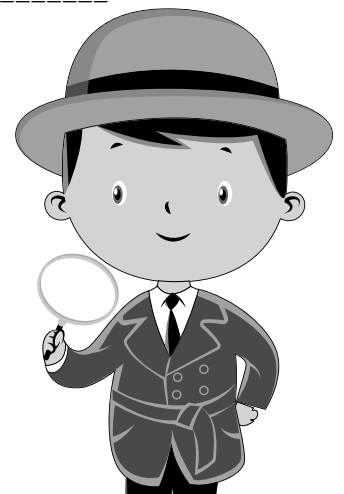
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\_\_\_ My child requested something

\_\_\_ Other (specify) \_\_\_\_\_

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\_\_\_ I helped my child

\_\_\_ I used "time-out"

\_\_\_ Other (specify) \_\_\_\_\_

### Why do you think your child was using this behavior?

### What do you think they were trying to tell you?







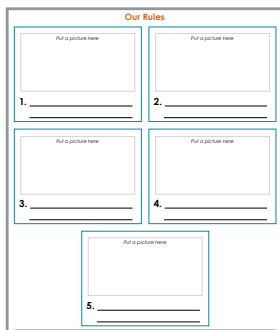
Session 3: Behavior Has Meaning

**Activity 3: Apply It and Try It. Family Rules**

*Our Family Rules*

*Rule Checklist*

<p><b>Rule 1:</b></p> <p><b>Idea for Picture:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written as a do (instead of “don’ts”).</li> <li><input type="checkbox"/> Rule applies to situations where your child needs reminders.</li> <li><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child’s age and abilities).</li> </ul>
<p><b>Rule 2:</b></p> <p><b>Idea for Picture:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written as a do (instead of “don’ts”).</li> <li><input type="checkbox"/> Rule applies to situations where your child needs reminders.</li> <li><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child’s age and abilities).</li> </ul>
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*Don't forget to make a rules chart!  
See the resources for a rules chart template!*

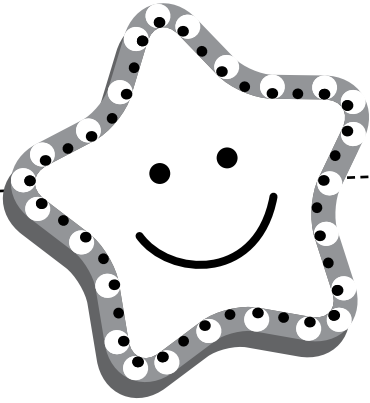


Session 4: The Power of Routines

**Activity 1: Affirmation**

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

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





Session 4: The Power of Routines

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

**Routine**

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

Step	Visual Cue
1	
2	
3	
4	
5	
6	
7	
8	



Session 4: The Power of Routines

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

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

*Strategies  
to Try:*

1

2

3

#### Possible Strategies

Visual Cues

Offer Choices

Use First/Then

Visual Schedule

Use a Timer

Increase Positive Encouragement

Scripted Story

Give a Verbal Warning



*How did my child respond?*

*How did I feel about using the strategy?*

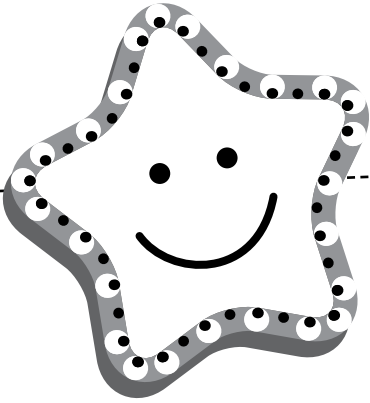


Session 5: Teach Me What to Do

**Activity 1: Affirmation**

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

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





Session 5: Teach Me What to Do

## Activity 2: Apply It and Try It. Teaching Emotions

Select 2-3

### EMOTION WORDS

1

2

3

### IDEAS

for teaching emotions

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*How did my child respond?*

*How did I feel about using the strategy?*



Session 5: Teach Me What to Do

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

Select One:

- Self-Regulation/ Anger Management
- Problem Solving

I want to  
**TEACH:**

**IDEAS** for mychild:

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I want to  
**TEACH:**

**IDEAS** for mychild:

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*How did my child respond?*

*How did I feel about using the strategy?*

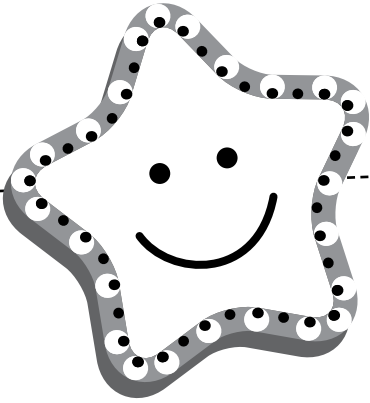


Session 6: Responding With Purpose

**Activity 1: Affirmation**

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A large, empty rectangular area enclosed by a dashed black line, intended for writing an affirmation.





Session 6: Responding With Purpose

# Activity 2: Apply It and Try It. Logical Consequences

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

Then write down possible logical consequences for each situation.

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



Behavior (Situation)	Logical Consequence	How did it go?

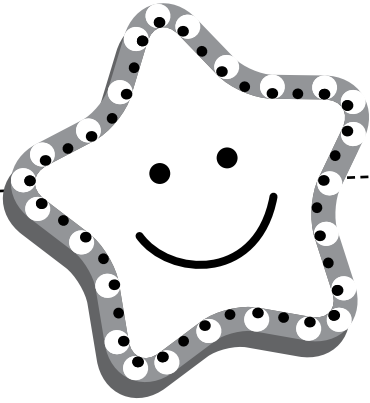


Session 7: Putting It All Together With a Plan

**Activity 1: Affirmation**

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

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





Session 7: Putting It All Together With a Plan

## Activity 2: Family Planning Sheet

What \_\_\_\_\_ does during \_\_\_\_\_:  
(child's name) (routine)

Why I think my child does it:

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What can I do to prevent the challenging behavior?

How do I respond when challenging behavior occurs?

What new skills can I teach?

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

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Session 7: Putting It All Together With a Plan

## Activity 2: Family Planning Sheet

What \_\_\_\_\_ does during \_\_\_\_\_:

(child's name)  (routine)

Why I think my child does it:

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What can I do to prevent the challenging behavior?

<p>How do I respond when challenging behavior occurs?</p>	<p>What new skills can I teach?</p>
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What materials or resources do I need to implement the plan?

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Session 7: Putting It All Together With a Plan

## Activity 2: Family Planning Sheet

What \_\_\_\_\_ does during \_\_\_\_\_:  
(child's name) (routine)

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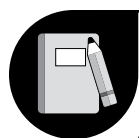
What new skills can I teach?

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

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# Resource Materials

## Session 1:

### 1. Providing Positive Feedback and Encouragement

[https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships\\_starters-for-giving-positive-feedback\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback_Home.pdf)

## Session 3:

### 2. Time-Out Tips

[https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions\\_Timeout\\_Tipsheet.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Timeout_Tipsheet.pdf)

### 3. Teaching Rules at Home

[https://challengingbehavior.cbcs.usf.edu/docs/Rules\\_Tipsheet\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf)

### 4. Making a Scripted Story

[https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStories\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStories_Home.pdf)

## Session 4:

### 5. Family Routine Guide

[https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions\\_Family-Routine\\_Guide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf)

### 6. Helping Children Transition Between Activities

<https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf>

### 7. I Brush My Teeth Example

[https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory\\_BrushTeeth\\_Tips.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth_Tips.pdf)

### 8. Clean Up Story Example

[https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory\\_CleanUp\\_Tips.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_CleanUp_Tips.pdf)

### 9. Visual Supports for Routines, Schedules, and Transitions

[https://challengingbehavior.cbcs.usf.edu/docs/Routine\\_cards\\_home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf)

## Session 5:

### 10. Backpack Connection: How to Help Your Child Learn to Share

[https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection\\_socialskills\\_share.pdf](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_share.pdf)

### 11. Backpack Connection: How to Teach Your Child to Appropriately Get Your Attention

[https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection\\_socialskills\\_attention.pdf](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_attention.pdf)

### 12. Feeling Face Cards

[https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_cards\\_EN-Blank.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf)

### 13. Feeling Wheel

[https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_Wheel\\_EN-Blank.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel_EN-Blank.pdf)

**14. This is How I Feel Today board (Feeling Check-In)**

[https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_chart\\_template.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf)

**15. Tucker Turtle Takes Time to Tuck and Think at Home scripted story**

[https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf)

**16. Self-Regulation Skills: Breathing Strategies**

<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>

**17. Taking a Break: Using a Calm Down Area at Home**

[https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area\\_Tipsheet.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf)

**18. Problem Solving Steps Poster**

[https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills\\_problem-solving-steps\\_poster.pdf](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf)

**19. We Can Be Problem Solvers at Home scripted story**

[https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving\\_Story\\_Home\\_EN.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf)

**20. Solution Kit: Home Edition**

[https://challengingbehavior.cbcs.usf.edu/docs/Solution\\_kit\\_cards\\_home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf)

## **Session 6:**

**21. Reinforcer Inventory**

<https://challengingbehavior.cbcs.usf.edu/docs/Reinforcer-Inventory.pdf>

**22. Family Routine Guide**

[https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions\\_Family-Routine\\_Guide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf)