

## Sample Scatter Plot Form

Child's name Monique Date February 16

Target behavior Out of seat

Definition Removing herself from assigned area for 30 seconds or more

Form completed by Ms. McMahon

Period/Activity	Occurrences	Total
1. Reading	III	3
2. Physical education		
3. Lunch		
4. Math	<del>III</del>	5
5. Art		
6. Language Arts	III	3
7. Social Studies	II	2
8.		
		Total for day <u>13</u>

# Rule Establishment Procedure

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Children and adolescents with disruptive behavior problems also at times have trouble with rule-governed behavior. Children with either internalizing or externalizing disorders can benefit from review of expectations. This procedure is designed to help them follow rules in high-risk situations. Two to four rules for each high-risk situation are developed; these rules are then discussed with the child before the situation occurs. Any number of individuals may be involved in following up the procedure: parents, teachers and school support staff, mental health professionals—even the child’s peers.

It is important for the rules to be specific, observable, positive, and anchored to a discrete situation (e.g., playground, independent seatwork, arrival home from school, homework). Framing the rules in a positive way is especially important—for instance, Rule 1 in Sample 1 is a positive way of saying, “Do not hit.”

You may use the Rule Establishment Form, then write the high-risk situation and related rules on 3 × 5-inch cards. You can make multiple cards and laminate them if you wish. Several examples follow.

## Sample 1

<b>Situation:</b> <u>Standing in line</u>
<b>Rule 1.</b> <u>Keep hands and feet by your side.</u>
<b>Rule 2.</b> <u>Stand quietly.</u>
<b>Rule 3.</b> <u>Wait for the teacher to give the signal to go.</u>

## Sample 2

<b>Situation:</b> <u>Going to the grocery store</u>
<b>Rule 1.</b> <u>Walk when in the store.</u>
<b>Rule 2.</b> <u>Stay close to parent.</u>
<b>Rule 3.</b> <u>Keep hands and feet by your side.</u>
<b>Rule 4.</b> <u>Ask parent permission before touching a store item.</u>

### Sample 3

#### Recess Rule Card: Robert

*I'm heading out to recess. I need to remember:*

1. *to speak and act respectfully towards others.*
2. *to act nicely and keep my hands to myself.*
3. *to give other students space and be as nice as possible.*
4. *to share activities and give others opportunities to play.*

### Sample 4

#### Billy's Classroom Rules

1. *I will sit at my desk and do my work.*
2. *I will raise my hand before I leave my seat.*
3. *I will not bother or annoy others.*
4. *I will keep my hands and feet to myself.*
5. *I will try to complete the class work I am assigned.*

### Sample 5

#### Activity Monitoring: Angela

**Activity or task I will complete:** \_\_\_\_\_

*Behaviors I will use to be successful:*

1. *I will use words to express my feelings.*
2. *I will listen and follow my teacher's directions.*
3. *If I have a problem, I will ask for help.*

# Learning My Feelings Log

Child's name \_\_\_\_\_ Date \_\_\_\_\_

Form completed by \_\_\_\_\_

## What happened?

- Somebody teased me.
- Somebody took something of mine.
- Somebody told me to do something.
- Somebody was doing something I didn't like.
- Somebody started fighting with me.
- Other \_\_\_\_\_

## Who was that somebody?

- Another child
- Teacher
- Parent
- Another adult
- Sister/brother
- Other \_\_\_\_\_

## Where were you?

- Classroom
- Lunchroom
- Playground
- Street
- Hallway
- Bathroom
- House
- Other \_\_\_\_\_

## How did you feel?



Happy



Sad



Scared



Embarrassed



Mad

## How strong were your feelings? (circle best choice)

1	2	3	4	5	6	7	8	9	10
Weak			Medium				Strong		

## What did you do? (check all that apply)

- Hit, pushed, kicked
- Screamed
- Ran away
- Cried
- Threw something
- Broke something
- Told adult
- Walked away
- Talked it out calmly
- Told another child
- Ignored
- Other \_\_\_\_\_

How did you handle yourself?  Poorly  Not so well  Okay  Good  Great

## What will you do next time?

My plan is to \_\_\_\_\_

## Sample SELP Reward Menu

Child's name Michael Date April 17

Basic Privileges	Points Required
1. <u>use of computer</u>	
2. <u>use of telephone</u>	
3. <u>going outside</u>	<u>31</u>
4. <u>having a friend over</u>	

Basic privileges must be purchased every day.

Special Privileges	Points Required
1. <u>extended 30-minute bedtime</u>	<u>5</u>
2. <u>snack treat</u>	<u>5</u>
3. <u>use of bike</u>	<u>10</u>
4. <u>extended 1-hour bedtime (weekends)</u>	<u>10</u>
5. <u>chore pass</u>	<u>10</u>
6. <u>choosing dinner menu</u>	<u>10</u>
7. <u>renting a DVD</u>	<u>15</u>
8. <u>one friend sleeps over</u>	<u>15</u>
9. <u>using power tools (with supervision)</u>	<u>25</u>
10. <u>amusement park</u>	<u>50</u>
11. <u>10-dollar gift certificate</u>	<u>50</u>
12. <u>two friends sleep over</u>	<u>100</u>

**Note:** Special privileges in school can only be purchased if all basic privileges have been earned for two consecutive days.