**Catch My Child Being Good**

**Therapist Prompting List**

Initial Session

Client ID#: \_\_\_\_\_\_\_\_\_ Clinician: \_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_ Session Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Materials Required:**

* Catching My Child Being Good Recording Form
* Catching My Child Being Good Worksheet

**Begin Time:** \_\_\_\_\_\_\_\_\_ am / pm

**Present Rationale for Catching My Child Being Good (Adults Only)**

\_\_\_a. CMCBG is designed to learn the most effective way to praise good behaviors. & ignore undesired behaviors.

\_\_\_b. Not appropriate to ignore if property is being damaged, or child is threat to self/others.

\_\_\_c. Express reason parent will do well with CMCBG.

\_\_\_d. Solicit how CMCBG will be helpful

\_\_\_e. Solicit questions.

**Teach Client to Reinforce Desired Behaviors (Adults Only)**

\_\_\_a. Review CMCBG techniques with client and sig. other

\_\_\_1. Attends: verbal description of desired behavior to child.

\_\_\_2. Descriptive praise: telling children exactly what they did that was liked.

\_\_\_3. Immediate reinforcement/immediate positive attention: earlier reinforcement after desired behavior is better.

\_\_\_4. Be Pleasant: laughing, smiling. Speaking in a soft, conversational tone of voice

\_\_\_5. Showing affection with touch: pat on head or back, feeling a child's arm when making a muscle, tickling (be specific as to what is appropriate), hugging, cuddling, bouncing.

\_\_\_6. Teaching when child shows interest: when the child spontaneously shows interest in something, tell the child something about the object.

\_\_\_7. Ask questions: It helps to ask kids how they feel about things or what they know.

\_\_\_8. Avoid criticism: Tell child what was liked and inform child how to make it better.

\_\_\_b. Instruct client to list several functional, interactive, and exciting activities for target child to participate in to catch their child being good.

\_\_\_1. Ask client what would be important in catching their child being good.

\_\_\_2. Have client select an activity that meets criteria *(therapist can suggest activities if client needs assistance).*

\_\_\_c. Model CMCBG techniques w/therapist enacting role of parent:

\_\_\_d. Solicit what was liked about modeled actions & point out CMCBG techniques client didn’t notice.

\_\_\_e. Provide client with CMCBG Worksheet and attempt to determine each step was modeled or could have been.

* If step missed ask client to give you an example and model step.

\_\_\_f. Instruct client to practice preceding techniques w/ therapist acting as child.

\_\_\_1. Solicit what was liked about performance.

\_\_\_2. Praise client’s effort & provide corrective feedback.

**Teach Client to Ignore Undesired Behavior (Without Children)**

\_\_\_a. State best to ignore undesired behavior unless property is being destroyed or threat to self/others.

\_\_\_b. Solicit examples of undesired behavior from client that would be appropriate to ignore.

\_\_\_1. Have client select an activity that meets criteria *(therapist can suggest activities if client needs assistance)*

\_\_\_c. Model ignoring undesired behavior

* Immediately look away.
* Face should be emotionless.
* Do not talk to or touch child.

\_\_\_d. Instruct client to practice ignoring therapists enacting child’s undesired behaviors.

\_\_\_1. Solicit what was liked about performance

\_\_\_2. Praise client’s effort & provide corrective feedback

**In Vivo play Activity (Adults & Children)**

\_\_\_a. Instruct client to bring child back to room

\_\_\_b. Instruct client to play favorite play activity w/ child

\_\_\_c. Utilize CMCBG worksheet to prompt the following when client is practicing w/ child:

\_\_\_1. Modeling techniques and provide instructions to enhance performance

\_\_\_2. Descriptive praise for appropriate responding

**Assign Catching My Child Being Good homework (Adults & Children)**

\_\_\_a. Provide client w/ Catching My Child Being Good recording form.

\_\_\_b. Show client how to complete recording form.

\_\_\_c. Instruct client to record in vivo CMCBG that was performed w/ child as example.

\_\_\_d. Assign client to practice CMCBG two times a day.

\_\_\_1. Assess and solve potential obstacles that may prevent client from completing task.

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| **Client’s Assessment of Helpfulness of the Intervention**   * 1. After stating client should not feel obligated to provide high scores, as an honest assessment helps better address client needs, solicit how helpful client thought intervention was using the following 7-point rating scale:   **7** = extremely helpful, **6** = very helpful, **5** = somewhat helpful, **4** = not sure,  **3** = somewhat unhelpful, **2** = very unhelpful, **1** = extremely unhelpful   * **Record Client’s Rating Here:**\_\_\_\_\_\_   1. Solicit how rating was derived, and methods of improving intervention in future.   **Therapist’s Rating of Client’s Compliance With Intervention**   * + - * 1. Disclose therapist’s rating of client’s compliance using 7-point rating scale:   **7** = extremely compliant, **6** = very compliant, **5** = somewhat compliant, **4** = neutral,  **3** = somewhat noncompliant, **2** = very noncompliant, **1** = extremely noncompliant   * Factors that contribute to compliance ratings are:   + Attendance   + Participation and conduct in session   + Homework completion   + **Record Therapist’s Rating of Client’s Compliance Here:**\_\_\_\_\_\_     - * 1. Disclose client’s compliance rating.         2. Explain how rating was derived, and methods of improving performance in future. |

**End Time:** \_\_\_\_\_\_\_\_\_ am / pm

**Catch My Child Being Good**

**Therapist Prompting List**

Future Session

Client ID#: \_\_\_\_\_\_\_\_\_ Clinician: \_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_ Session Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Materials Required:**

* Catching My Child Being Good Recording Form
* Catching My Child Being Good Worksheet

**Begin Time:** \_\_\_\_\_\_\_\_\_ am / pm

**Review Homework (With Children)**

\_\_\_a. Ask client to review several times child(ren) caught being good in previous week.

* + Refer to CMCBG recording sheet

\_\_\_1. Praise for homework completion or instruct to complete in retrospect if incomplete.

\_\_\_b. Descriptively praise client for performance of CMCBG techniques.

\_\_\_1. Solicit & assist with any problems that may have occurred in performance.

\_\_\_c. Provide another copy of Catching My Child Being Good recording form & worksheet.

\_\_\_d. Instruct client to list several functional, interactive, and exciting activities for target child to participate in.

* + Select an activity that meets criteria *(therapist can suggest activities if client needs assistance).*

\_\_\_e. Instruct client to practice CMCBG w/ child in session.

\_\_\_f. Provide corrective feedback and instruction to client while performing CMCBG.

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| **Client’s Assessment of Helpfulness of the Intervention**   * 1. After stating client should not feel obligated to provide high scores, as an honest assessment helps better address client needs, solicit how helpful client thought intervention was using the following 7-point rating scale:   **7** = extremely helpful, **6** = very helpful, **5** = somewhat helpful, **4** = not sure,  **3** = somewhat unhelpful, **2** = very unhelpful, **1** = extremely unhelpful   * **Record Client’s Rating Here:**\_\_\_\_\_\_   1. Solicit how rating was derived, and methods of improving intervention in future.   **Therapist’s Rating of Client’s Compliance With Intervention**   * + - * 1. Disclose therapist’s rating of client’s compliance using 7-point rating scale:   **7** = extremely compliant, **6** = very compliant, **5** = somewhat compliant, **4** = neutral,  **3** = somewhat noncompliant, **2** = very noncompliant, **1** = extremely noncompliant   * Factors that contribute to compliance ratings are:   + Attendance   + Participation and conduct in session   + Homework completion   + **Record Therapist’s Rating of Client’s Compliance Here:**\_\_\_\_\_\_     - * 1. Disclose client’s compliance rating.         2. Explain how rating was derived, and methods of improving performance in future. |

**End Time:** \_\_\_\_\_\_\_\_\_ am / pm

**Catch My Child Being Good Recording Form**

Client ID#: \_\_\_\_\_\_\_\_\_ Clinician: \_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_ Session Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Identify two 5-minute time periods that are convenient to practice catching your child being good, and record these times on the recording form. Write down what your child did that you liked, and how you caught your child being good (i.e. gave a hug, said something nice).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Time:** |  |  |  |  |  |  |  |
| **Activity:** |  |  |  |  |  |  |  |
| **How did I**  **Catch My**  **Child**  **Being**  **Good?** |  |  |  |  |  |  |  |
| **How did**  **my child**  **respond?** |  |  |  |  |  |  |  |
| **Time:** |  |  |  |  |  |  |  |
| **Activity:** |  |  |  |  |  |  |  |
| **How did I**  **Catch My**  **Child**  **Being**  **Good?** |  |  |  |  |  |  |  |
| **How did**  **my child**  **respond?** |  |  |  |  |  |  |  |

**Catch My Child Being Good Worksheet**

|  |  |
| --- | --- |
| **Ways to Catch My Child Being Good** | |
| **Attends:** | Give a verbal description of what the child is doing.  For example: "Maria, you are coloring the picture of the doll.” |
| **Descriptive Praise:** | Telling children exactly what they did that was liked.  *For example*: "I love how you are coloring in the lines." |
| **Immediate Reinforcement/Immediate Positive Attention:** | The earlier the reinforcement is provided after desired behavior has occurred, the better. |
| **Be Pleasant:** | Laughing, smiling, and speaking in a soft, pleasant, conversational tone of voice. |
| **Showing Affection With Touch:** | Patting the child on the head or back, feeling a child's arm when making a muscle, hugging, or cuddling. |
| **Teaching When Child Shows Interest:** | When the child shows interest in something, tell the child something about it.  *For example*: "Yes, that's a coloring book. You can mix these paint colors to make a new color to use in your book.” |
| **Ask Questions:** | Ask the child how they feel or what they know about things.  *For example*: "Do you know what colors you can mix to make green paint?" |
| **Avoid Criticism:** | Tell child what was liked and inform child how to make it better. |
| **Ways to Ignore Undesired Behavior** | |
| **Immediately** look away. | |
| Face should be **emotionless.** | |
| **Do not** talk to or touch child until undesired behavior has stopped. | |

