



WORKSHEETS

How to Teach Your Child
with Learning and Behavior
Challenges

Volume 1

What Parents Need to Know
for Effective Teaching

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REFLECTIONS ON FAMILY LIFE

Exercise Instructions

Write down your thoughts/feelings about the following aspects of family life in just a few words:

1 Feelings about your child's behavior

2 Feelings about your skills to be able to teach your child

3 Feelings about what you need to be able to teach your child

4 Feelings about your life in one sentence

5 What a happy family looks like to you

6 Your family philosophy

HOW WELL DO YOU KNOW YOUR CHILD?

Exercise Instructions

Fill in the check boxes as best you can. This is just to help you to understand the factors that may affect your child's ability to learn and focus in a challenging world.

1 Biological factors that may affect my child

	Yes	No	Don't Know
Brain structure and/or brain chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hormones and intestines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immune System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reactions to certain substances (allergens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision, hearing and/or touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 These factors may make it difficult for my child to...

	Yes	No	Don't Know
Ignore or not be bothered by minor irritations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulate feeling and calm themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To handle multiple sensory inputs at once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To handle intense sensations (noise, light etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW WELL DO YOU KNOW YOUR CHILD?

3 The difficulties listed in part 2 may lead my child to...

	Yes	No	Don't Know
Try to shut out stimulation (covering ears etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rock back and forth and/or make noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become upset when a routine changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become very excited by sounds, light or movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Having to deal with all this it's hard for my child to...

	Yes	No	Don't Know
Focus and sustain attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look for, pay attention and get information from what's going on around them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To look for and get information from social cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Things that cause my child to try to shut out stimulation

	Yes	No	Don't Know
Loud noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bright lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crowds of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any others here:

HOW WELL DO YOU KNOW YOUR CHILD?

6 Things that cause my child to laugh or smile



7 Things that calm my child



8 Things that my child seeks out/tries to access



THE 5 TYPES OF KNOWLEDGE

Exercise Instructions

Draw lines to match the 5 types of knowledge with their descriptions.

Answers are shown on the next page

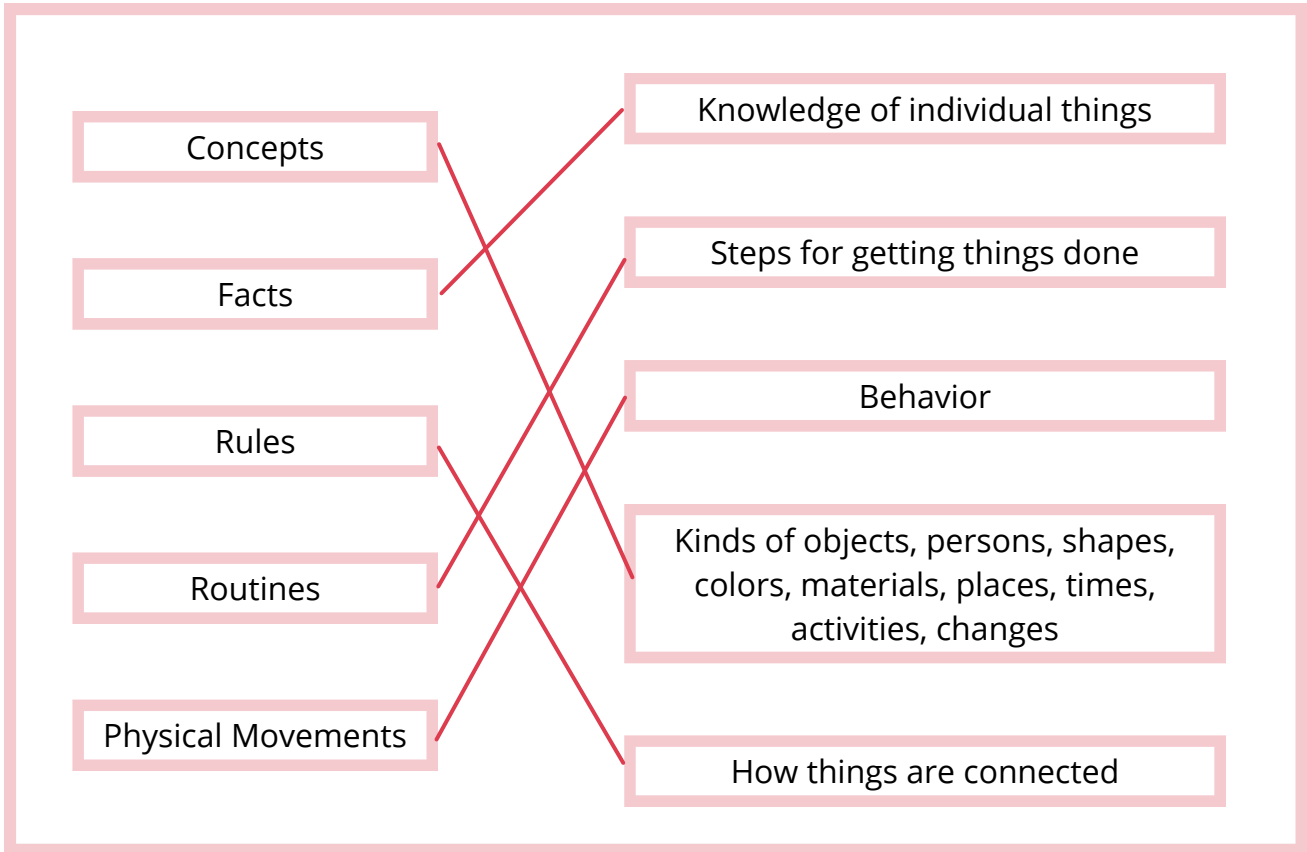
Concepts	Knowledge of individual things
Facts	Steps for getting things done
Rules	Behavior
Routines	Kinds of objects, persons, shapes, colors, materials, places, times, activities, changes
Physical Movements	How things are connected

Check the type of knowledge in the example

	Concept	Fact	Rule	Routine	Movement
This is a table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The table is brown and made of wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We come to the table when dinner is called	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First we eat then we clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking to the table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brown is a color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE 5 TYPES OF KNOWLEDGE

Answers



	Concept	Fact	Rule	Routine	Movement
This is a table	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The table is brown and made of wood	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We come to the table when dinner is called	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First we eat then we clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking to the table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brown is a color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING TO DESCRIBE BEHAVIOR

Identify each phrase below as describing or not describing behavior.

	Describes Behavior	
	YES	NO
My child is stubborn	<input type="checkbox"/>	<input type="checkbox"/>
My child is sitting on the couch and looking away	<input type="checkbox"/>	<input type="checkbox"/>
My child is angry	<input type="checkbox"/>	<input type="checkbox"/>
My child is scrunching their eyebrows together	<input type="checkbox"/>	<input type="checkbox"/>
My child is happy	<input type="checkbox"/>	<input type="checkbox"/>
My child is laughing and smiling	<input type="checkbox"/>	<input type="checkbox"/>
My child is lazy	<input type="checkbox"/>	<input type="checkbox"/>
My child is lying on the floor, looking towards the TV	<input type="checkbox"/>	<input type="checkbox"/>
My child is kind	<input type="checkbox"/>	<input type="checkbox"/>
My child picked up a toy and handed it to a friend	<input type="checkbox"/>	<input type="checkbox"/>
My child wants my attention	<input type="checkbox"/>	<input type="checkbox"/>
My child is standing in front of me and touching my hand	<input type="checkbox"/>	<input type="checkbox"/>
My child doesn't want to go to bed	<input type="checkbox"/>	<input type="checkbox"/>
My child is walking around the room carrying a toy	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING TO DESCRIBE BEHAVIOR

Answers

Identify each phrase below as describing or not describing behavior.

	Describes Behavior	
	YES	NO
My child is being stubborn	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is sitting on the couch and looking away	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child is angry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is scrunching their eyebrows together	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child is happy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is laughing and smiling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child is being lazy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is lying on the floor, looking towards the TV	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child is being kind	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child picked up a toy and handed it to a friend	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child wants my attention	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is standing in front of me and touching my hand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My child doesn't want to go to bed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My child is walking around the room carrying a toy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BEHAVIOR OBSERVATION CHART

See Chapter 4 of the book for exercise instructions (sample on the next page)

Arm movements	Hand movements
Leg movements	Feet movements
Torso movements	Facial movements
Vocalizations	Other _____

BEHAVIOR OBSERVATION CHART

Sample chart

Arm movements <ul style="list-style-type: none">- <i>Lifts right arm to shoulder height</i>- <i>Moves right arm forward and back</i>- <i>Repeats this quickly for 10 sec</i>	Hand movements <ul style="list-style-type: none">- <i>Makes a fist with left hand</i>- <i>Holds right hand flat</i>- <i>Picks up teddy with right hand</i>
Leg movements <ul style="list-style-type: none">- <i>Takes 2 steps forward</i>- <i>Takes 5 steps backward</i>- <i>Bends knees slowly to bounce up and down</i>- <i>Spins around quickly in short bursts</i>	Feet movements <ul style="list-style-type: none">- <i>Bounces on toes repeatedly</i>- <i>Stands with feet flat</i>- <i>Slides right foot forward</i>- <i>Slides left foot forward</i>
Torso movements <ul style="list-style-type: none">- <i>Throws whole body onto couch</i>- <i>Twists torso to the right</i>- <i>Bends forward then upright slowly over and over</i>	Facial movements <ul style="list-style-type: none">- <i>Curves lips upward</i>- <i>Purses lips tight together</i>- <i>Tightens jaw</i>
Vocalizations <ul style="list-style-type: none">- <i>Says mama quietly</i>- <i>Repeats "eeeeeee" over and over for 20 sec</i>	Other <u>Head movements</u> <ul style="list-style-type: none">- <i>Bobs head forward and back intermittently</i>- <i>Turns head toward me</i>

EMOTIONAL BEHAVIOR OBSERVATION

Exercise Instructions

Describe the observable behavior and what happened before and after

Child Seems...	Behavior Observed	What Happened Before?	What Happened After?
Calm			
Joyful			
Excited			
Bored			
Sad			
Frustrated			
Crabby			
Angry			
Afraid			
Overwhelmed			

EMOTIONAL BEHAVIOR OBSERVATION

Example observations

Child Seems...	Behavior Observed	What Happened Before?	What Happened After?
Calm			
Joyful	- laughs - races in circles	- dad arrived home	- dad played chase me game
Excited			
Bored			
Sad			
Frustrated	- scrunches face - bangs head on table	- ipad was taken away	- was restrained to avoid injury
Crabby			
Angry	- breathing very fast - yelling	- was served broccoli for dinner	- was given fish crackers
Afraid	- crying - hiding behind mom	- saw a big dog	- was cuddled and removed from the area
Overwhelmed			

ABC WORKSHEET

Worksheet Instructions

Indicate whether you would expect the child's behavior to become stronger (S) or weaker (W) based on the consequence.

Antecedent	Behavior	Consequence	Stronger/Weaker	
			S	W
Child sees a cat	Grabs cat by the tail	Cat scratches child	<input type="checkbox"/>	<input type="checkbox"/>
Child picks up a cookie	Takes a bite	Delicious taste	<input type="checkbox"/>	<input type="checkbox"/>
Child sits on a trike	Pushes on pedals	Trike moves forward	<input type="checkbox"/>	<input type="checkbox"/>
Child sees a cupboard door	Pulls on handle	Nothing happens	<input type="checkbox"/>	<input type="checkbox"/>
Child picks up ipad	Swipes finger on screen	Favorite video comes on	<input type="checkbox"/>	<input type="checkbox"/>
Child picks up puzzle piece	Puts it in the right place	Puzzle makes happy noise	<input type="checkbox"/>	<input type="checkbox"/>
Child is denied a chocolate bar	Falls to the ground screaming	Parent hands over chocolate bar	<input type="checkbox"/>	<input type="checkbox"/>
Child is offered bite of spicy food	Takes a bite	Mouth hurts and burns	<input type="checkbox"/>	<input type="checkbox"/>
Child sees mom on the phone	Whines "mom" over and over	Mom takes phone into another room	<input type="checkbox"/>	<input type="checkbox"/>

ABC WORKSHEET

Answers

Indicate whether you would expect the behavior to become stronger (S) or weaker (W) based on the consequence.

Antecedent	Behavior	Consequence	Stronger/Weaker	
			S	W
Child sees a cat	Grabs cat by the tail	Cat scratches child	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Child picks up a cookie	Takes a bite	Delicious taste	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child sits on a trike	Pushes on pedals	Trike moves forward	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child sees a cupboard door	Pulls on handle	Nothing happens	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Child picks up ipad	Swipes finger on screen	Favorite video comes on	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child picks up puzzle piece	Puts it in the right place	Puzzle makes happy noise	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child is denied a chocolate bar	Falls to the ground screaming	Parent hands over chocolate bar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Child is offered bite of spicy food	Takes a bite	Mouth hurts and burns	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Child sees mom on the phone	Whines "mom" over and over	Mom takes phone into another room	<input type="checkbox"/>	<input checked="" type="checkbox"/>

IDENTIFY GOOD TAG POINTS

The tag point is the precise behavior that you're going to reinforce immediately. Determine whether each of these is a good tag point by checking off the WOOF boxes. If all 4 boxes are checked, then this is a good tag point.

Remember WOOF stands for:

W - What you Want (phrased in the positive)

O - One thing

O - Observable

F - Five words or less

	W	O	O	F
Step forward and swing the bat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put shoes in the closet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kick the ball farther	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop at the line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clap and sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turn then throw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One step forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get dressed faster and tidy up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point to the cat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't yell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Run faster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pick up toothbrush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IDENTIFY GOOD TAG POINTS

Determine whether each of these is a good tag point by checking off the WOOF boxes. If all 4 boxes are checked, then this is a good tag point (good ones are highlighted). Remember WOOF stands for:

W - What you Want (phrased in the positive)

O - One thing

O - Observable

F - Five words or less

	W	O	O	F
Step forward and swing the bat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put shoes in the closet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kick the ball farther	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stop touching everthing you see here	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clap and sing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Turn then throw	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
One step forward	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Get dressed faster and tidy up	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point to the cat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Don't yell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run faster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pick up toothbrush	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CREATE FIRST-THEN STATEMENTS

Practice creating First-Then statements to help your child move from one activity to the next. At first these should be very easy - moving from one preferred activity to an even more preferred activity. Slip in some harder ones as your child get used to the “First - Then” concept.

Remember the “Then” activity must be more preferred by the child than the “First” activity. You are trying to reinforce the “First” activity by following it with the “Then” activity.

EASY

FIRST Listen to a story	→	THEN Play with ipad
FIRST	→	THEN
FIRST	→	THEN
FIRST	→	THEN
FIRST	→	THEN

CREATE FIRST-THEN STATEMENTS

MODERATE

FIRST Put on pajamas → **THEN** Read a story in bed

FIRST → **THEN**

FIRST → **THEN**

FIRST → **THEN**

HARD

FIRST Go to grocery store → **THEN** Go to park

FIRST → **THEN**

FIRST → **THEN**

TRACK YOUR BEHAVIOR CHANGE

For 5 days, keep track of the number of times each day you engage in each of the behaviors needed to become really good at using the behavioral approach. Print the next page and put it on your fridge or bulletin board. Add a tally mark each time you notice yourself doing one of the behaviors.

Do you notice your own productive behaviors increasing over time? Print a second copy and continue for another 5 days to see an even greater increase.

TRACK YOUR BEHAVIOR CHANGE

1 I observed rather than reacting to another's behavior	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

2 I described behavior I observed in terms of things I could see and count	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

3 I noticed the positive aspects of the behavior of others	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

4 I promptly reinforced attempts at good behavior	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

5 I attributed misbehavior to a skill deficit not intent to annoy	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

6 I arranged the environment in order to help my child succeed	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

CHILD BEHAVIOR CHANGE GOALS

List 5 behaviors that your child does well. Remember to describe these in terms of movements.

For example: “points at objects” or “takes 2 steps in the same direction” or “touches a toy”.

Behaviors that Your Child Does Well

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

10 Ways that Behavior Can Change

- 1 Do Better or with More Skill
- 2 Do More Often
- 3 Do Less Often
- 4 Do for Longer

CHILD BEHAVIOR CHANGE GOALS

10 Ways that Behavior Can Change (continued)

- 5 Do at a Certain Time or Place
- 6 Do at a More Times or Places
- 7 Do Faster
- 8 Do More Slowly
- 9 Do with Less Intensity or Power (Softer)
- 10 Do with More Intensity or Power

Note 5 behaviors in the spaces below that would benefit your child (or your own life) if they were to change. Write down up to 4 way(s) you'd like these to change (see the list of the 10 ways for reference). Be sure to use positive phrasing - what the child should **DO**. The first is a filled in example.

1 Running off during outdoor activities

Ways this behavior could change:

- 1 Walking instead of running (do with less intensity)
- 2 Running with me on a trail (do at a different place)
- 3 Running in a straight line (do with more skill)
- 4 Stopping when I ask (do with more skill)

CHILD BEHAVIOR CHANGE GOALS

1

Ways this behavior could change:

1

2

3

4

2

Ways this behavior could change:

1

2

3

4

3

Ways this behavior could change:

1

2

3

4

CHILD BEHAVIOR CHANGE GOALS

4

Ways this behavior could change:

1

2

3

4

5

Ways this behavior could change:

1

2

3

4

PRECURSOR BEHAVIOR OBSERVATIONS

STEP 1: Write down a short description of some behaviors that indicate that your child is feeling big emotions and is very upset, scared, angry etc. For example: *yells and throws body onto the floor.*

STEP 2: Describe the trigger for this behavior if you know or suspect what this is.

STEP 3: list some precursor behaviors that you observe to occur before your child reaches the point where they are exhibiting distressing, dangerous or destructive behaviors. List these in the order that they appear, from least to most severe. It's more important to identify the earliest behaviors in the sequence. If two behaviors occur simultaneously you can list them together on one line.

You might also benefit from filling in one of these for yourself, unless of course you exhibit only exemplary behavior at all times.

Here is a filled in example that relates to the child...

Hitting his sister, biting his sister

Trigger(s): *Sister playing with his favorite toy*

Precursor behaviors:

- 1 *Freezes and stares at sister*
- 2 *Scrunches cheeks and lowers eyebrows*
- 3 *Puffs air from nose to make huffing noise*
- 4 *Hunches shoulders and leans forward toward sister*

PRECURSOR BEHAVIOR OBSERVATIONS

1

Trigger(s): _____

Precursor behaviors:

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

2

Trigger(s): _____

Precursor behaviors:

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

PRECURSOR BEHAVIOR OBSERVATIONS

3

Trigger(s): _____

Precursor behaviors:

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

4

Trigger(s): _____

Precursor behaviors:

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

IDENTIFY MISSING SKILLS

STEP 1: Choose a behavior from Worksheet 12 and copy its description and trigger.

STEP 2: List some skills that could be missing that prevent your child from acting appropriately

STEP 3: Use the TAGteach WOOF Planner in the Appendix to these worksheets to come up with tag points you could use to teach these missing skills to your child.

Here is a filled in example...

Hitting his sister, biting his sister

Trigger(s): *Sister playing with his favorite toy*

Missing Skills:

- 1 *Asking for the toy*
- 2 *Offering a trade for the toy*
- 3 *Asking a parent for help*
- 4 *Playing with a different toy*

IDENTIFY MISSING SKILLS

1

Trigger(s): _____

Missing Skills:

1

2

3

4

2

Trigger(s): _____

Missing Skills:

1

2

3

4

IDENTIFY MISSING SKILLS

3

Trigger(s): _____

Missing Skills:

1

2

3

4

4

Trigger(s): _____

Missing Skills:

1

2

3

4

TEACHING PLAN (look ahead for filled-in example)

PART 1: WHERE ARE WE NOW?

Current behavior chain that you want to work on - list all behaviors the child does in the order they happen:

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

List the major reinforcers that maintain this chain:

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

TEACHING PLAN

PART 2: WHERE DO WE WANT TO BE?

Goal Behavior:

Required Skills:

Child Has Skill

	Y	N	?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

TEACHING PLAN

PART 3: ENVIRONMENTAL ARRANGEMENT

How can we arrange the physical environment to make success more likely?































TEACHING PLAN

PART 4: REINFORCERS

What might be reinforcing for the child? (see chapter 7)































TEACHING PLAN

PART 5: TEACHING TOOLS

What teaching tools will we use?









PART 6: MEASUREMENT TOOLS

How will we measure progress?







PART 7: MAINTENANCE OVER TIME

How will we keep the behavior strong?









TEACHING PLAN (filled-in example)

PART 1: WHERE ARE WE NOW?

Current behavior chain - list all behaviors the child does in the order they happen (example child is 5 yo):

- 1 Comes into the house
- 2 Takes a few steps into mud room
- 3 Waits for someone to unzip coat for her
- 4 Puts both arms straight and back
- 5 Wiggles out of coat and drops it
- 6 Runs to kitchen and sits at her place
- 7 Waits for snack (screams if it's too slow)
- 8 Eats snack
- 9 Runs to family room and sits in her seat
- 10 Waits for Miss Rachel on TV (screams if it's too slow)

List the major reinforcers that maintain this chain:

- 1 Relief at getting her warm coat off
- 2 Running through the house (she loves to run)
- 3 Eating snack (relieves hunger, tastes good)
- 4 Watching Miss Rachel
- 5 Singing and dancing along with Miss Rachel

TEACHING PLAN (filled-in example)

PART 2: WHERE DO WE WANT TO BE?

Goal Behavior:

Ava Comes into the house and hangs up her coat

Required Skills:

Child Has Skill

	Y	N	?
1 <i>Stopping</i>	✓		
2 <i>Standing still for 2 seconds</i>		✓	
3 <i>Gripping with both hands</i>	✓		
4 <i>Picking up coat</i>	✓		
5 <i>Turning coat to face away from her</i>		✓	
6 <i>Holding coat by back of collar</i>		✓	
7 <i>Moving to be level with hook</i>		✓	
8 <i>Lifting coat to height of hook</i>		✓	
9 <i>Placing coat on hook</i>		✓	
10 <i>Letting go of coat after hanging it</i>		✓	
11			
12			
13			
14			

TEACHING PLAN (filled-in example)

How can we arrange the physical environment to make success more likely?

✓ Get hooks that pop up an animal when weighted

✓ Hang coat hook at easy to reach place and height

✓ Put foot shaped targets on the floor to show her where to stand

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

TEACHING PLAN (filled-in example)

PART 4: REINFORCERS

What might be reinforcing for the child? (see chapter 7)

- ✓ *Stickers*
- ✓ *Running*
- ✓ *M&Ms*
- ✓ *Watching Ms Rachel on TV*
- ✓ *Singing and dancing*
- ✓ *Praise from us*
- ✓ *Dad tossing her up*
- ✓ *Hide and seek*
- ✓ *Yogurt*
- ✓ *Raisins*
- ✓ *Fancy beads*
- ✓ *Toy animals*
- ✓ *Skittles*
- ✓ *Potato chips*
- ✓ *Pulling a bead on a tagulator*

TEACHING PLAN (filled-in example)

PART 5: TEACHING TOOLS

What teaching tools will we use?

- TAGteach (see Appendix to this worksheet)
- I do - we do - you do
- Behavior shaping
- Using targets to guide behavior

PART 6: MEASUREMENT TOOLS

How will we measure progress?

- Star chart that she can do herself
-
-

PART 7: MAINTENANCE OVER TIME

How will we keep the behavior strong?

- Continue reinforcing immediately after she hangs up her coat
-
-
-

TEACHING PLAN (filled-in example)

PART 7: OVERALL TEACHING STRATEGY

Describe the overall teaching strategy based on elements from above sections of this worksheet

Overall Goal: *insert “Hang up coat” behavior into the existing behavior chain that ends with watching Ms Rachel.*

ATTEMPT #1 : I do - We do - You do

First we’ll try using “I do - We do - You do” also known as “Model - Lead - Test”.

I’ll show her how to hang her coat, using my coat, then her coat. We’ll both hang up our coats together, or I’ll help her with hers. Then she will hang up her own coat.

Reinforcement will come from the animal head popping up when the hook is weighted with the coat, from our praise and by letting her pull down a bead on a tagulator and put a star on her chart.

ATTEMPT #1 : How it Went

Ava really liked the animal head that pops up when the coat hook is weighted. She signed “more” over and over to get me to keep hanging up our coats.

She did not attempt to hang her own coat, even when I handed it to her facing the correct way.

She objected to me trying to gently guide her to stand in the correct place and move the coat to the hook.

TEACHING PLAN (filled-in example)

PART 7: OVERALL STRATEGY CONTINUED

ATTEMPT #2 : Teaching component skills and shaping behavior

Ava can't hang up her coat if she can't do the component skills. We'll teach each of these one at a time in the family room, on a weekend or after dinner on a school night, so we're not trying to compete with the reinforcers that are currently maintaining the after school behavior chain. We'll make all the teaching a game, separate from the after school situation and away from the mud room.

The goal will be to insert the coat hanging behavior into the after school behavior chain so that she hangs up her coat when she comes in and this is subsequently reinforced by the remainder of the chain (running to the kitchen, having a snack and watching Ms Rachel).

PART 1 : Teach the Missing Skills

We'll use a combination of TAGteach and "I do - We do - You do" to teach each missing skill (see Appendix). The general formula will be as follows:

1. I do it and tag my own action
2. I do it and Ava tags my action
3. Ava does it (or we do it together) and I tag her action

We won't use any physical prompting since Ava objects.

TEACHING PLAN (filled-in example)

PART 7: OVERALL STRATEGY CONTINUED

For reinforcement, Ava will get to pull down a bead on a 5-bead tagulator and when all 5 beads are pulled she'll get a sticker or a candy or whatever she has chosen to work for in this session.

All sessions will be short. We'll always stop while she's still engaged and wanting more. We'll go back to practicing after a short play time or snack. We'll call it the "coat game" and encourage her to play with us.

The Missing Skills and Tag Points

Skill #1: Stand for 2 seconds on foot shaped target on the floor

Cut foot shaped targets from craft foam in adult and child size and put them on floor.

Tag point: feet on target

Make it a game by jumping on the targets, walking/running around then stepping on them.

Extend the time Ava remains on the targets by delaying the tag by fractions of a second until she can stay still for 2 seconds.

TEACHING PLAN (filled-in example)

PART 7: OVERALL STRATEGY CONTINUED

The Missing Skills and Tag Points Continued

Skill #2: Hold the coat by the collar

Get a necktie or similar piece of short, thickish rope. Put two pieces of colorful tape (or stickers) in the middle of the rope spaced apart the correct distance for holding the collar of her coat.

Tag point: hands over tape (same tag point for all the below variations)

Make it a game by having Ava chase the target before you let her grab it, also by moving it higher and lower. Let her hold it so you can also chase and grab it.

Bring the footstep targets back in so that she will step on the foot step targets and then grab the rope with the tape targets on it.

Put the same tape or stickers on her actual coat to show her where to put her hands. Repeat the above 2 steps with the actual coat.

Have Ava put her coat on, then take it off and pick up by the collar. If she faces it the wrong way, introduce additional tag point(s) to correct this.

TEACHING PLAN (filled-in example)

PART 7: OVERALL STRATEGY CONTINUED

The Missing Skills and Tag Points Continued

Skill #3: Put the Coat on the Hook

Sew an extra large loop onto the coat to make it easier for Ava to get the loop onto the hook.

Get the actual coat hook with popup animal head. Hold it, while it's not connected to the wall.

Tag point: hang on hook

Go back to the rope with tape targets. While she's holding the rope, hook the hook under the rope and pull so that the animal head pops up. Do several repetitions until she's placing the rope on the hook herself.

Switch the coat for the rope and practice some more.

Bring the footstep targets back in so that she will step on the foot step targets and then grab the coat with the tape targets on it and hook onto the actual coat hook to pop up the animal head.

Put the same tape or stickers on her actual coat

TEACHING PLAN (filled-in example)

PART 7: OVERALL STRATEGY CONTINUED

PART 2 : Putting it All Together

Arrange the environment for success

Install the hook in the mud room with a pop-up animal that pops up when weighted with a coat. Install it at just below Ava's shoulder height.

Place the foot step targets directly in front of the hook.
Attach the star chart to the wall near the hook.

Do the whole chain in the mud room

Repeat the teaching of each part of the chain, but this time in the mudroom.

Put it all together with the tag point "hang on hook". The animal head pops up and then Ava gets to put a star on the star chart.

Practice putting coat on, then taking it off and hanging it up.

Then going out, coming back in and hanging coat up.

On the next school day, when she comes in we'll say "the tag point is coat on hook", the animal head popping up will serve as the reinforcer, then the star chart, then snack then Ms Rachel. We have inserted a new behavior into the chain!

**APPENDIX:
TAGTEACH
PLANNER**

[Free Planner]

HOW TO PLAN THE PERFECT TEACHING GOAL



Craft perfect tag points so that your learners
get it right the first time with more fun and
less frustration

[TAGteach.com](https://www.TAGteach.com)

Who Should Use is This Goal Planner?

This goal planner is to help you plan the goal for an individual teaching session if you are a teacher, instructor, trainer, coach, manager, parent or anyone who needs to teach something to someone else, or you want to change your own behavior.

There are 2 blank forms for you: 1) WOOF planner to plan tag points and 2) Data Sheet to collect data if you wish to be able to track progress.

How to Set an Achievable Goal

According to the TAGteach approach to teaching, the four criteria that your teaching goal must meet are:



Phrase the goal in terms of what you want the learner TO do. For example “stop running” would be “walking”, “don’t hit your sister” would be “hands in pockets”.



Include only one thing in the goal. The learner can only focus on one thing at a time.



The goal must be an observable movement of the body. It must be very clear to you and the learner when it is performed correctly.



State the goal to the learner in five words or less. The last words the learner hears before he takes a turn are these five words. Leave out all extra words (you, your, me, I, and any descriptive words and instructions).

Find out more about WOOF here: <http://tagteachblog.com/category/woof/>

What is a Tag Point?

The tag point is the learning goal that you set with the WOOF criteria. In TAGteach you mark a correct action immediately with a tag (usually a click sound) to tell the learner, “YES, that’s right”. The absence of a tag tells the learner to try again.

Tag Point (WOOF) Planner - without data collection

This is a version of the tag point (WOOF) planner that you can use if you do not wish to keep track of progress.

Tag Point (WOOF) Planning Instructions

1. Identify the larger goal (hold a golf club, draw some letters, etc.).
2. Identify a few of the key steps involved in getting started.
3. Make a list of the key steps.
4. Choose one to work on (the easiest, the first or last in a series or the most important).
5. Start with something that for sure the learner will be able to do the first time.
6. Create a short instruction for the learner.
7. Write the specific behavior goal beside the words: The tag point is...
8. Modify this until you can check off all 4 WOOF boxes.

Involve the learner in tag point planning where possible.

An Example

The goal behavior:

Forehand tennis shot

Steps involved:

Grip racket correctly
Bring the racket back at correct angle and speed
Transfer weight to forward foot
Swing through to hit the ball
Step forward after following through

NOTE: each of these may need to be broken down into several tag points. You would work on each tag point one a time and repeat one tag point at least 5-10 times before moving to another one. In this example we are working on the last step in the sequence.

The instructions are...

Take a forehand shot and step across the line at the end

The tag point is...

step across

W O O F
✓ ✓ ✓ ✓

Tag Point (WOOF) Planner

Date: _____

Student: _____

Teacher: _____

The goal behavior:

Steps involved:

Teaching Session #1

The instructions are...

The tag point is...

W O O F

Teaching Session #2

The instructions are...

The tag point is...

W O O F

Teaching Session #3

The instructions are...

The tag point is...

W O O F

Tag Point (WOOF) Data Sheet

Instructions for Timed Sessions

1. Obtain the instructions and tag point from the WOOF Planner.
2. Say to the learner: "The instructions are" ... followed by instructions.
3. Say to the learner: "The tag point is" ... followed by the WOOF goal.
4. Start a timer for 60 sec (or your preferred timing duration).
5. Tag (reinforce) when the learner gets it right.
6. If the learner fails a maximum of 3 times In a session, make an easier tag point.
7. Record a tally mark on the sheet for each correct response.
8. Do three timed sessions, then take a break.
9. When the learner has mastered a tag point, move to the next tag point.

Involve the learner in the tag point (WOOF) planning whenever possible.

Do timed these sessions separate from teaching sessions to gather progress data.

For some learners you can do timings without tagging.

For non-verbal learners leave out the instructions and go straight to the tag point.

Arrange the environment to facilitate the occurrence of the tag point.

An Example

The goal behavior: Rolling a ball

Steps involved: Looks at ball

Moves hand toward ball (when I offer the ball)

Touches ball with hand (when I offer the ball)

Touches ball with hand (when I roll the ball to him)

Pushes ball with hand

W O O F
✓ ✓ ✓ ✓

The tag point is... Turn head toward ball

Date	Trial #	Timing Duration	# Correct
2021/11/23	1	60 sec	### I 6
2021/11/23	2	60 sec	### II 7
2021/11/23	3	60 sec	### III 9

Tag Point Data Sheet

Student: _____

Teacher: _____

The goal behavior:

The tag point is...

W O O F

Date	Trial #	Timing Duration	# Correct

Date	Trial #	Timing Duration	# Correct