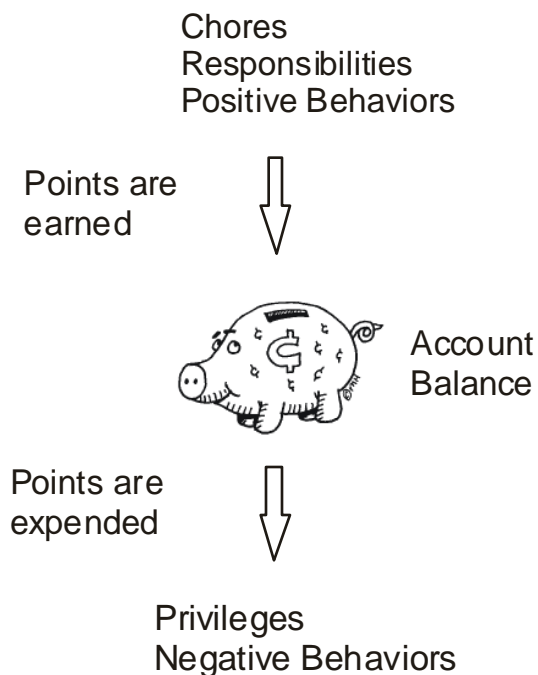


Introduction to the Parenting by Numbers™ Behavioral Management System

The Behavior Management System (BMS) provides an automated on-line tool to help parents, educators, therapists and physicians provide care-giving services utilizing a token economy to children exhibiting behavioral problems. A token economy is a program where points and/or money are used as a currency to purchase privileges within the home or school environment. The points/money are earned by meeting responsibilities and by behaving in desirable ways. Points/money are expended to “purchase” privileges and are lost when the child behaves in undesirable ways. This type of system has been used successfully for treating a variety of behavioral problems including ADHD. It helps teach children about the way the world works – you work for the privileges in life. Negative behaviors ultimately have negative impact on people’s lives while positive, pro-social behaviors can have life-long benefits.



While it can be used as part of a comprehensive behavioral treatment program for disorders such as ADHD, CD and ODD, the system can also be used as a simple parenting tool to structure responsibilities, chores and allowance. The BMS can be set up as simply as a rating system requiring only periodic assessment by caregivers or as complex as a complete token economy with targeted behaviors reported and points automatically credited for responsibilities, chores, positive behaviors as well as debited for negative behaviors and privileges expended. The system incorporates behavioral reporting, retrospective assessment and scoring, reminder systems and a communication mechanism to allow multiple caregivers to coordinate treatment.

Data can be entered or accessed through an on-line web interface, through email/PDA email messaging or using your home or cell phone via an Interactive Voice Response system. This makes the system convenient to setup and operate, precise and available to multiple caregivers 24/7. The system has been designed to allow caregivers to meet HIPPA guidelines for privacy and security of protected health information.

Initial Assessment

You will soon be participating in an initial assessment of your child's behavior. During this assessment you will be asked to quantify your child's behavior and identify your child's strengths and difficulties. The following sections will be presented during the assessment. Please read the following and complete as much as possible before the assessment. You will be able to ask your clinician questions as you work together.

Negative Behaviors

In order to assess the problems you may be experiencing with your child, your referring caregiver needs to identify the specific behaviors that are problematic. Although there may be many negative behaviors you would not find acceptable, at this time do not consider behaviors that you are not specifically concerned about.

To be helpful, behaviors must be described:

- * In very specific terms. It must be understandable to the child as a behavior you would like to see stopped or reduced. "Being a pest" will not be sufficiently specific to help a child understand what actions they are doing which are undesirable. "Teasing a sibling" or "Standing in front of the TV" are more specific.
- * It must be an observable behavior. "Has a bad attitude" is not a behavior, nor is "Doesn't want to go to church on Sunday". "Disrespectful to parents" or "Refuses to get ready for church" are actually observable behaviors.
- * Must be a behavior, not an absence of behavior. "Not helpful around the house" is not a behavior. "Does not comply with parental requests" is an actual behavior.

Write down some negative behaviors you are concerned about:

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

Positive (Desirable) Behaviors

For many parents of children with persistent behavioral problems, identifying the positive, desirable behaviors that your child exhibits may be difficult. While your child may misbehave a great deal of the time, they spend significantly more time behaving well! You may be skeptical but by reporting these positive behaviors, you can see for yourself. Also by recognizing and complementing your child behaving well, you will encourage this behavior and increase the frequency of these positive behaviors. Using the table below, please list the positive behaviors that your child is exhibiting AND behaviors that your child is not exhibiting but that you would like for them to exhibit or to exhibit more often.

To be helpful, behaviors must be described:

1. In very specific terms. It must be understandable to the child as a behavior you would like to see increased. "Behaving well" is an exception. (Be sure to check this box for your child). This allows parents to observe their child is actually NOT misbehaving a great deal of the time and to reward positive socially acceptable behavior.
2. It must be a observable behavior. "Has a good attitude" is not a behavior, nor is "Willing to go to church on Sunday". "Helps without being asked" or "Attends Church" are actually observable behaviors.
3. Must be a behavior, not an absence of behavior. "Doesn't pick on brother" is not a behavior. Use "Behaving Well" to reward appropriate nonspecific behavior.

List Positive Behaviors:

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

Child's Responsibilities

Please use the table below to enter your child's daily/weekly/monthly Responsibilities. Responsibilities are nonnegotiable tasks that are expected of your child with little if any choice on their part. These are tasks that are specific to the child's personal benefit such as going to school, doing homework, taking a shower, getting to school. Cleaning a bedroom or doing a child's own laundry are examples of tasks that could be considered either as a responsibility or chore. In contrast, Chores are tasks that benefit another person or the family as a whole AND it is expected that the child will have a greater degree of choice on when, how and whether or not to perform the task. Besides helping to clarify the child's understanding and parent's expectations, listing responsibilities helps to identify the stressors and workload that your child may be experiencing with little or no control.

Write down some of your child's responsibilities:

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

Child's Chores

Please use the table on the web site to enter your child's daily/ weekly/monthly chores. Chores are negotiable tasks that benefit another person or the family as a whole and it is expected that the child will have a greater degree of choice on when, how and whether or not to perform the task than Responsibilities. Besides helping to clarify the child's understanding and parent's expectations, listing Chores helps to identify the extra workload that your child may be experiencing. Chores include activities such as taking out the trash, doing the dishes, etc.

Write down some of your child's chores:

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

Child's Privileges

A privilege is anything provided by caregivers to their child beyond required by law. Examples of privileges include allowance, toys, games, going out with friends, transportation, driving privileges, computer use, video games, upgraded or desired clothing, etc. Privileges are important motivators and identifying the most important motivators is critical to the success of a behavioral management system. Please use the table below to write down all privileges your child enjoys **or** *desires* that you can provide. Include items that your child may have purchased or was given to them such as TV, videogames, computer, etc. You are paying for the electricity and/or Internet connection. Even a driver's license and employment outside of the home are privileges.

Write down some positive behaviors:

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

Final Comments

You may have many questions or concerns about using this system with your child. You may believe that your child will not be cooperative or interested in participating. Don't be disheartened – your child may believe this is ridiculous and may say that you are just trying to control him/her. In fact we are working to give your child greater choices and this will be discussed during the first session with your child. You may be concerned about you or your spouse's ability to stick to the program. It can be hard initially to restrict privileges when your child attempts to manipulate you and works to get you to give up. Your therapist will be working with you to make sure you have the support you need to keep going even when it gets tough.

To help address some of your initial concerns, please use the following section to write down your concerns so these can be discussed during your Initial Assessment.

Parent/Primary Caregiver 1 Questions / concerns:

Parent/Primary Caregiver 2 Questions / concerns:
