



INSTRUCTIONS: POINT SHEET FOR THE PARENT

The purpose of the Parent Point Sheet is woven into the point sheet itself:

1. To summarize the highlights and the “takeaways” of the Pillars for Success program for each adult who has completed the program.
2. To allow adults to experience the positive effect of organized behavioral expectations that define exactly what is expected. This point sheet is intended to not only summarize important points of the Pillars for Success program but it is also intended to allow the parent the opportunity to have a similar experience to what the child/youth experiences when they work on a point sheet.

CAUTION: the items on the Parent Point Sheet review the entirety of the Pillars for Success program highlights and may therefore seem more complex than the items on a child/youth point sheet.

3. To offer adults an opportunity to self-evaluate independently the same way a child/youth point sheet offers an opportunity for the child/youth to self-evaluate independently. The experience of the point sheet is not only to organize desired behaviors for the child/youth to work on but also to encourage the feeling of empowerment that comes from this experience with no one “looking over my shoulder.”
4. To define desired behaviors that have not yet been achieved as positive opportunities to receive rewards rather than criticisms.



PARENT POINT SHEET (EXAMPLE)

<u>CONCEPTS</u>	<u>Points</u>	<u>Completed</u>
I remember the 3 important needs that cause challenging behavior	5	
I'm going to try really hard to remember that challenging behavior is a coping mechanism in response to at least 1 of those needs	5	
When my kid challenges me I will remember to avoid arguing by saying something neutral like "I hear you."	5	
I figured out how to respond to a challenge with "irresistible influence"	5	
I can identify 3 out of 5 characteristics describing how children think	5	
What I say and how I feel match	5	
I remember to clearly state my expectations/set reasonable boundaries of acceptable behavior/clearly state outcomes	5	
I remember that fair and clear boundaries help my child feel safe	5	
I remember to speak to my child in as few words as possible	5	
I resist threatening my child and simply state choices and potential outcomes and then follow through calmly	5	
I think about my child's developmental levels and adjust how I set and clearly state expectations and outcomes	5	
I remind myself that my child's behavior is the problem....not my child	5	
I freely acknowledge my child's power—I can't <u>make</u> him do anything (but I can make it worth his while to do what I ask)	5	
I have taken an honest look at myself and can identify my triggers	5	
I will honor my spouse's authority and cue my spouse by asking for permission to do something when he/she has been in charge	5	
I practice empathizing with my child's struggles while maintaining firm boundaries	5	
I communicate with my child using "I" messages	5	
I communicate with my child in behavioral terms	5	
I remember to focus on the desired replacement behavior	5	
I tell my child what I want him to do, NOT what I want him to stop doing	5	
I avoid using negatively charged vocabulary (i.e. "punishment")	5	
I resist telling my child what he is doing wrong	5	
I remember to thank my child for help, cooperation, making a choice that works for everyone, recognizing choices that were causing more conflict	5	
I will remember that learning new ways to act/interact within my family takes time and I will unfailingly continue to practice what I have learned	5	
I will remember that resistance to change is NOT the same thing as failure	5	
TOTAL =		