

CD OF  
REPRODUCIBLE  
MATERIALS

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# Play Your Way to Compliance





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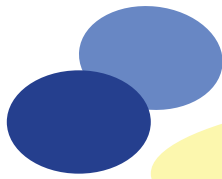


## 1

# Introduction

Life is a gamble and having children can be one of the biggest gambles of life. The way you manage your children's behavior, friends, and others in their lives, as well as minor and major life events, all play a part in who they become. Many parents are stumped when they have a child who loves to argue, throws tantrums, refuses to do what is asked, and has problems at home and at school.

This book is designed to help and give parents practical strategies to manage many of these difficult problem behaviors. It will provide suggestions to help prevent many behavior problems before they begin. It will focus on teaching parents practical tools to improve child compliance and to increase positive family interactions. The book also provides example boxes of how things might look and strategy boxes of how to use the behavior management tool.

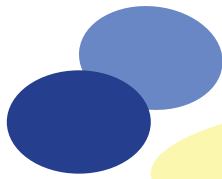


## Behavior Management and Expectations

All children are different, even those from the same family. Many are difficult from birth and continue to be tough children all through childhood, adolescence, and even adulthood. Fortunately, much of the behavior that a child exhibits is learned, and this behavior can be managed effectively so that the child can succeed at home and at school. While a child will not make a complete personality change and 100 percent improve behaviors, a child can learn to decrease the frequency of tantrums, arguments, aggression, and other behaviors. Behavior is changed in a step-by-step approach and baby steps are necessary for lasting change.

A key ingredient to family management success is consistency, clear expectations, and a good behavior management plan. Good behaviors will be built one step at a time and making excuses for your child's behaviors throughout this process can be counter-productive and destructive. Good clinical practice and research show that having reasonably high expectations and consistent, supportive parenting practices is much better than making excuses for problem behaviors.

For families, it is important to stick together on the behavior management plan and agree to work on common problems and goals. All parents must have an agreement, not only with each other, but with others involved in the child's life including grandparents, aunts and uncles, close friends, and the classroom teacher. Establish a firm understanding that consistency is necessary and disagreements about the behavior management plan must not occur in front of the child. Without consistency, the program and the strategies in this book will be slower to produce results or may not work at all if everyone is not on the same page.



## Coercion and Pain Control

Even though your child may have had a difficult temperament from infancy, the learning process that causes arguing, noncompliance, tantrums, aggression, and other misbehaviors results from an interactive process called coercive pain control. The good news is that this is a learned set of behaviors that can be managed and changed. If difficult temperament is the flicker of a flame, coercion is the gasoline on that flicker. It may start small, but it can explode in your face in terms of difficult behaviors. Once the explosion has started, many parents have no idea how it happened or what to do about it. The really bad news is that once coercive pain control behaviors have “worked” for your child, there is no doubt that you will see them again. All human beings do what works for them. When coercive pain control behaviors work to get their wants and needs met, all kids, by human nature will engage in them again.

Let’s back up a little bit now. What exactly is coercion? It is a verbal exchange between a parent and a child that shapes, strengthens, and increases problem behaviors. A diagram of a typical coercive exchange is shown on the following page. To understand coercion, it may help to go through a typical example. A parent may request that the child can learn her room with a question like, “Don’t you think it’s time to get your room cleaned up?” Typically, a child will ignore the parental request. At this point, the parent may restate the request with encouragement: “Come on, let’s get the room cleaned up and just get it done.” Now the child may answer with a delaying response such as “Just let me finish watching this television program. Then I’ll do it.”

When the parent returns after the program is over, the room still has not been cleaned. Now the parent is upset and yells, "You had better clean up your room now, I mean it!" Then the child may start to argue or give excuses like: "You're always picking on me. It's my room. Why should I have to clean it just because you want me to?" Now the parent, who is angry, yells, "That's it!" I am sick and tired of your talking back and your laziness." The child then digs in, refuses to do as asked and often starts to tantrum, scream or throw a fit.

From there, things quickly escalate. Completely enraged, the parent may try to think of a consequence with which to threaten the child into compliance. These consequences are called ultimate consequences because, delivered in the heat of the moment, they are often overly harsh or extreme. For instance, the parent may threaten to ground the child for a month or throw away all the toys. In return, the child's behavior may escalate even further to toy breaking, obscenity, yelling, door slamming, or physical aggression. Emotions may get so out of control that the parents may just back down from the situation. Even if they try to follow through with the consequence, they feel so guilty at its harshness that they reduce it, withdraw the whole request entirely or just do the task themselves.

# Coercive Pain Control Exchange

Parent



Child



Wouldn't you like to \_\_\_\_\_?

Come on, please .... ?

(YELLS) You had better... !

(YELLS) Now I have had it!

(WITHDRAWS REQUEST) OK, OK

PAIN STOPS,  
REQUEST IS WITHDRAWN,  
AND TANTRUM STOPS.

IGNORES YOU.

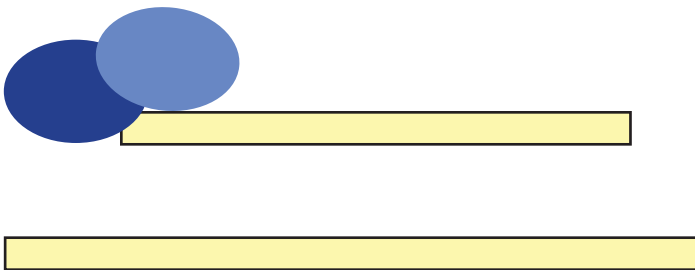
DELAYS

MAKES EXCUSES, ARGUES

TANTRUMS, AGGRESSION

STOPS TANTRUM

Among other things, these types of parental reactions give the child the message that the parents do not mean what they say. Additionally, and perhaps even worse, all of the child's misbehaviors has paid off for him. By engaging in these behaviors, the child has successfully avoided doing what was asked. Research shows that the child learns to become ugly, argumentative, and aversive very quickly so that the parent will withdraw the request just as quickly. In fact, the behaviors form a sort of ugly behavior chain in which one behavior escalates to the next more intense behavior, which escalates to the next more intense behavior and so on.



You are probably caught in the coercive pain control cycle if you find yourself doing any of the following:

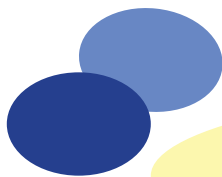
- Asking your child to do something over and over
- Arguing excessively with your child
- Doing the task rather than asking your child to do it because he will become very difficult
- Threatening and angry consequence and then feeling guilty

We call this pain control because the child controls us with his painful behaviors. The way to stop this cycle is to interrupt the ugly behavior chain before it gets out of control or prevent it to begin with. This chain is broken or prevented by learning to many of the strategies that you will be learning in this book.

## 2

## Play Your Way to Compliance

You may have found that some of your previous attempts to increase your child's compliance have not worked or, are no longer working. In this section, you will replace some of the strategies you have tried before with all the essential Play Your Way to Compliance program strategies. You will learn how to give precision requests, use behavior momentum, deliver positive reinforcement, and ignore inappropriate behaviors. If you decide not to follow the program as outlined, you will want to focus your attention to these evidence-based strategies that have consistently been shown to increase a child's compliance. Although each strategy can be used independently, you will get the most bang for your buck by using them altogether.



## Using Precision Requests

Remember how we discussed the coercion and pain control process? Let's review some important things we have learned about getting children to listen. A child may begin to demonstrate some pretty challenging behaviors such as tantrumming, questioning, delaying and eventually you might avoid making requests of your child at all. In general, parents often talk too much when making a request. They also tend to repeat their request (nagging), yell, or provide an elaborate explanation to get a child to listen. Too many words can contribute to those undesired behaviors that might extend and strengthen the chain.

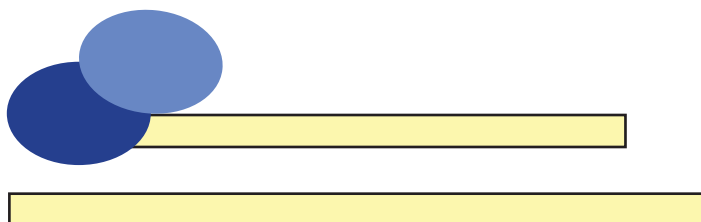
To avoid these chains of potentially ugly behaviors from occurring when you ask your child to do something, we are going to try a new tactic. How you make a request can be the difference between compliance and noncompliance. This new strategy relies on proactive techniques. These proactive steps will increase the likelihood that your child will listen to you!

One of the most important proactive approaches you can take as a parent is giving commands using statements rather than questions. For example rather saying "would you like to...?" "Can you..." "Don't you think you should..." Making requests in the form of questions invites your child to say or show you a "no" response. Rather, making a direct request takes statement such as "Please put your plate in the sink" or "please brush your teeth." By making simple polite requests parents can avoid requiring an argumentative rebuttal from their child.



the emotion out scenario. The request is therefore a simple, direct statement such as “Please put your plate in the sink” or “please brush your teeth.” By making simple polite requests parents can avoid requiring an argumentative rebuttal from their child.

Another proactive step in providing a request to your child is distance. By maintaining about three to five feet of space between you and your child you are less likely to be talking loudly or yelling a request. It is also important to maintain eye contact. As you begin to approach your child look him/her in the eyes.



By providing direct eye contact, it contributes to the likelihood you have gained their attention. He/she is likely to look back at you and more likely to listen. Once you are within three feet and have made eye contact, you are now ready to make a request of your child.

Next, after a request is made, it is imperative to provide enough time for your child to respond. Once you have made the request wait three to five seconds. To make sure ample time is given, count slowly in your head. Counting in your head rather than looking at your watch or shifting your body posture allows the child time to respond without interfering nonverbal demands.

While you are waiting, remember to use a nonreactive expression. Sometimes children will be silly and try to get you to laugh. Be sure not to react! This will only undermine the hard work you are doing! After you have waited for three-five seconds, and your child has completed the request, provide ample reinforcement. Continue to make requests of your child one-at-a-time. For each request follow the same sequence: distance, eye contact, specific request, wait 3-5, and praise.

## Precision Requests

**Distance:** Before delivering a request, make sure you are within 3-5 feet

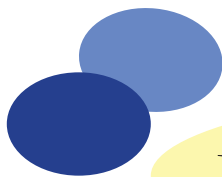
**Eye Contact:** Look directly at your child as you give an instruction. When your eyes meet, the chance for compliance increases.

**Specific Request:** Make a definite, clear request that is specific. Rather than clean up your room, ask your child to put his/her books back on the shelf.

**Remain Calm:** make sure to use a nonreactive calm, but firm voice when making a request. Yelling only teaches your child to ignore your requests.

**Wait:** After making a request be sure to wait 3-5 seconds.

**Reinforce:** Recognize your child's efforts! It is easy to request a behavior and ignore the positive results. When you reinforce make sure to also provide specific feedback such as "great job putting the books back on the shelf."



## Using Behavior Momentum

Behavior momentum is simple, but extremely effective parenting technique. It removes the need for nagging, yelling and scolding your children into listening. In fact, it does not require punishment of any kind. For this reason, it is an essential skill in the Play Your Way to Compliance program. It is easy to understand and rather easy to implement once you get the hang of it. The way behavior momentum works is by providing three to four simple or even silly commands before asking for what you really want your child to do. The idea is that once a series of behaviors begin to occur, they generally continue to happen together, thus, creating momentum.

The first step is discovering what requests your child is likely to perform. It might require some trial and error. Simply experiment by asking your child simple commands and observe if they comply. In addition, pay attention to the types of activities or quick games your child likes to play. Paying attention to what they ask for, or observing what he or she likes to do, provides you direction with the type of requests you might begin using. Remember, some children might need one silly or fun prompt to create the necessary momentum to complete other requests, while other children may need 2-4 prompts before complying with a more difficult prompt.

To begin using this strategy, ask your child to do something he or she is likely to do (a high probability behavior). The wonderful aspect of this strategy is you can get your child to be compliant with your requests without realizing it. For example, start by making a silly face at your child. Incite a game of peek-a-boo. Ask them to tell you about their favorite toy/interest. Then make another request, ask for another silly gesture, ask him/her to touch their nose, give a high five, etc. Finally, give the request you really want your child to comply with. It makes listening a fun activity rather than a nuisance.

### **How this program uses behavior momentum:**

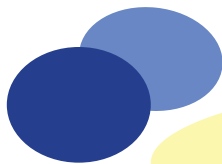
Once your child has completed viewing the video provided, you will begin to transition into a compliance session. To do this, initiate a “Scooter Says” game to match the character from the video. This classic “Simon Says” game is a built-in behavior momentum strategy and will make the transition from watching the video into doing what you ask more successful.

## Behavior Momentum

### **1. Select a series of silly/fun behaviors your child is likely to do.**

- Touch your nose
- Quack like a duck
- Make a silly face
- Jump up and down
- Pat your belly
- Give me a high five
- Throw this away

### **2. Ask your child to do several of the high probability behaviors before asking him/her to do a behavior he/she is more unlikely to comply with.**



## Delivering Reinforcement

An essential component of any program includes positive reinforcement. Positive reinforcement occurs when a stimulus is presented after a behavior and **increases** the future occurrence of that behavior. Positive reinforcement can take shape in many forms such as social praise (e.g. high-fives, positive statements), edibles, tangibles (e.g. toys, stickers), or activities (e.g. computer time, free play).

Although reinforcement is necessary to help your child learn how to follow instructions, the ultimate goal is to have your child listen and comply to your instructions without requiring an external reinforcer, such as a piece of candy, for every successful opportunity. What we want is for your child to listen and feel rewarded by the act of compliance itself and for the social rewards that naturally come with it. To do so, it is important to pair the edible reinforcer with a positive praise statement. In other words, you want to teach your child that every time she listens, she gets a reinforcer and positive words from you. To start this program, you will be required to deliver a positive praise statement each time you provide an edible reinforcer. Over time and as your child learns to comply with more instructions, the edible reinforcer can be used less and less and your praise statement becomes enough for your child.

Praise can be a powerful tool to motivate children, especially when specific behaviors are recognized in a positive manner. When a specific behavior is explicitly praised, a child will learn exactly what appropriate behaviors earned reinforcement.

Before using praise statements independently, an especially important thing to keep in mind is that what might be positively reinforcing for one person, may not be for another.

### For Example...

Many children love to eat Skittles and many would be happy to earn them as reinforcers. You decide to use Skittles as a reward for your two children for cleaning up the play area after they are playing. Cleaning up for one child has increased significantly and yet, not so much for the other child.

In this case, the Skittles are positive reinforcers for your first child because the behavior of cleaning up has increased. Although you are also giving Skittles to the second child, it is not considered a positive reinforcer since it had no effect on the the behavior.

As the previous example shows, our intention may be to provide reinforcement; however, if it does not increase the desired behavior, it is not reinforcement. Can you think of a time when you wanted your child to do something and you kept giving rewards one after the other without ever seeing a change? Or, perhaps, the desired behavior would sometimes occur, but not happen on a consistent basis?

While there could be several factors in play, the following are strategies and rules to make reinforcement effective.

## IFEED-AV (Rhode, Jenson, Reavis, 2010)

- I - Immediate.** Provide reinforcement immediately after the desired behavior.
- F - Frequent.** Provide reinforcement frequently and consistently.
- E - Enthusiasm.** Show enthusiasm and excitement when delivering reinforcement.
- E - Eye contact.** Make eye contact with your child when delivering reinforcement.
- D - Describe.** Describe the specific behavior you are reinforcing.
- A - Anticipation.** Build anticipation for the reward and get your child excited to earn it.
- V - Variety.** Vary the reinforcements to keep anticipation and motivation high.

### For example...

Your child is quietly sitting on the floor playing with toy trains with a friend. On most occasions, your child has a difficult time sitting quietly and will often speak and play loudly. You are so excited to see him sitting and playing this way so you decide to give him a piece of his favorite candy and say, "Great job!" Just as you are doing so, he was handing a toy train to his friend and poking his friend to move over. From your child's perspective, the praise could have been for any one of those behaviors rather than for sitting quietly. And without knowing what behavior earned a reward, your child may not engage in the desired behavior as often. A better praise statement, such as "I like that you are sitting quietly!" clearly indicates what behavior is getting rewarded.

To help you build your skills in providing positive praise statements, the program includes a list of specific and general statements to deliver (Toy Box Essential #). You are encouraged to use this list as a guide and to include any statements that your child might receive enjoyment and excitement from. If your child enjoys specific sayings or nicknames as they are being praised, do not be afraid to use them as you see fit.

### EXAMPLES OF PRAISE STATEMENTS

#### Specific

- I love that you are sitting quietly!
- Thank you so much for waiting!
- You are so great for putting the book away!
  - You cleaned up all by yourself!

#### General

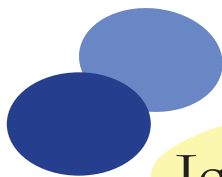
- Great job!
- Nice work!
- You are awesome!
  - You did it!



# PRAISE STATEMENTS

SPECIFIC	GENERAL
Amazing job _____ (ex. putting away the toys)!	All right!
Great job _____ (ex. sitting quietly)!	Amazing!
High five! You _____ (ex. cleaned the table)!	Fantastic!
How awesome that you _____!	Way to go!
I am so excited that you _____!	Give me props!
I am so happy that you _____!	Great job following directions!
I am so proud of you for _____!	Great listening!
I like how hard you worked to _____!	Great work!
I love how quietly you _____!	High five!
I love you _____ right away!	I am so proud of you!
I love that you _____ so quickly!	I appreciate you doing that!
I love that you _____!	I can tell you are worked hard!
I really liked that you _____ as soon as I asked!	I love that you did it right way!
It was great to see you _____!	I love that you are listening!
It was so nice of you to _____!	Look at what you just did!
Look at how you _____!	Nice job!
Look how awesome you _____!	Perfect! That was wonderful.
So amazing to see you _____!	Thanks for being a great helper!
Thank you for _____!	Thanks for doing it right away!
Thanks for _____ right away!	Thanks for following directions!
Thanks for _____ when I asked!	Thanks for listening!
What a great job _____!	That was awesome!
What a great listener and _____!	That was fantastic!
You are awesome for _____!	That was perfect!
You did _____ all by yourself!	Way to listen!
You did a great job _____!	Woo hoo!
You did it! You _____!	What a good helper!
You just _____!	What a great listener!
You worked so hard to _____!	Wow! Great job!
Wow! You (did) _____ so fast!	Yay! Look at you!
Wow! You _____ like a speedracer!	You are a champ!
You are a rockstar for _____!	You are a rockstar!
What a champ for _____!	You are awesome!
I appreciate you _____!	You did an amazing job!
It made me so happy that you _____!	You did it!





## Ignoring Challenging Behaviors

What happens when you give a direction and your child starts whining, crying, screaming, or talking back? In these moments, it is often easy to let our emotions take over and for the coercion cycle to repeat itself until you tire out and give up your original request. When this happens, your child has learned that engaging in these inappropriate behaviors will get them out of doing what was asked. In order to break this cycle, we want to use extinction procedures, such as planned ignoring, to weaken the association your child has learned and making it more difficult for their inappropriate behaviors to work.

One problem that kids encounter is that they get a constant torrent of reprimands or “Don’t” statements from others, such as:

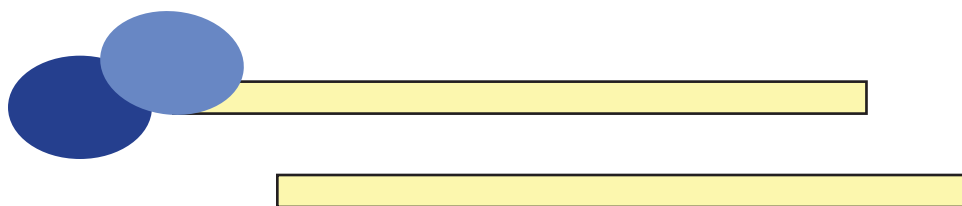
- Don’t interrupt!
- Quit whining!
- Stop your crying!
- Don’t do that again!

After a while kids actually become immune to these reprimands, and they tune them right out. Their bad behavior continues, and frankly, parents might as well save their breath! What, then is a parent to do? Clearly something needs to happen to change things around.

Planned ignoring is just a fancy name for a technique that has been used successfully by parents and teachers for years. In textbooks, planned ignoring is also known as differential attention or proximity praise. Planned ignoring works well with behaviors that are

positively reinforced or kept going with parental attention. When using this technique, parents must pay attention to their child's good behavior and totally ignore their poor behavior. Examples of such poor behaviors are interrupting, whining and complaining.

The great thing about planned ignoring is that it reduces the number of parent reprimands (and attention) for those frustrating behaviors. Instead of a continuous stream of "Don't" or "Stop" requests, planned ignoring can be used. It may also help if parents routinely try a planned ignoring approach before making a "Don't" or "Stop" request for relatively minor but irritating attention-getting behaviors.



Planned ignoring combines two basic strategies. First, when misbehavior occurs, the parent ignores it, or maintains a stony silence. Stony silence or ignoring is a difficult technique for parents because it requires them to do absolutely nothing when an irritating behavior is occurring. Doing nothing is very hard, particularly when a child is misbehaving in order to get attention. To ignore, it helps if the parent breaks eye contact, does not speak to the child, walks away or engages in another behavior.

The second component of planned ignoring is to find something the child is doing well or appropriately and to praise that behavior. This might mean having to wait for an appropriate behavior or even praising the smallest improvement in behavior. Sometimes parents complain that their children never do anything right. However there is always something to praise. The parents must be attentive and creative and look for even the smallest behaviors to praise. They are always there. Examples might include "Now that's the way to start getting ready for bed. Good for you!" or "You did a great job of sitting all the way through dinner. I really appreciate it."

### For example...

You are on the phone and your child typically starts tugging on you, talking to you, and trying to get your attention. You normally respond with anger and frustration and wind up ending your conversation early. After deciding to use planned ignoring during your next phone call, you ignore your child's tugging and talking no matter how much it persists and no matter how difficult it is for you. During a later call, your child does not tug or talk to you so as soon as you get off the phone, you immediately praise her by saying, "Thank you so much for waiting patiently. I like that you quietly waited while I was on the phone."

One way to use planned ignoring is to ignore the misbehavior of your child, wait, and then praise his appropriate behavior when it occurs. Another form of planned ignoring is to ignore your child who is misbehaving and praise a sibling or friend who is behaving well. This type of planned ignoring is proximity praise. An example of proximity praise might be to ignore your child's rude demands for more ice cream and to praise his friend's polite request. This could sound like, "Kelly, thank you for asking nicely for more ice cream. Here is another scoop for you." In this case Kelly received more ice cream and your child would be ignored, at least until he stopped his poor behavior and asked politely.

Planned ignoring minimizes the payoff's for misbehavior and focuses parent attention on desired replacement behavior. This technique should be used in combination with the IFEED-AV rules, described in in the last section, particularly making eye contact when talking to the child, expressing enthusiasm, and describing specifically the desired behavior the child is exhibiting.

Keep in mind that before the inappropriate behaviors decrease, they may actually increase in intensity and severity. This is a “burst” warning in that it may get worse before it gets better. At first, you can still expect to see microbursts of escalating bad behavior when you ignore behavior previously rewarded with your attention. In other words, most misbehavior will temporarily get worse before they get better when they are ignored. After all, this system used to work for your child, so why not now? Your child may be wondering why things are not as working as well as they had before so he or she may try to up the ante. When this occurs, it becomes extremely important to maintain your cool and follow through with ignoring the challenging behaviors. This increase in behavior is not permanent! Be prepared for this and stick with your plan. It is absolutely critical that you not give in at this point!

The reason for the increase, or burst in the inappropriate behavior is that the child is learning and experimenting. His own strategy of inappropriate behavior has worked in the past to get him what he wants (or get him out of doing what he doesn't want). When you start to ignore the behavior, the child may think, “You can't ignore me!” and escalates. When the child increases the inappropriate behavior, you must not give in! If you do, you have just taught your child that is she increases her obnoxious behavior, she will get your attention. Obviously, this is not a good lesson for your child to learn.

### **For example...**

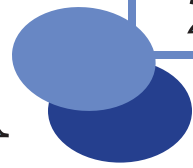
You are in the grocery store and your child asks for a candybar. When you say no, your child starts to whine and cry and in order to stop this, you purchase the candybar anyway. Since then, your child asks for a candybar and the cycle repeats itself everytime you are in the store. Today, you are at the store and your child engages in the usual behaviors and you do not give in as you have before. Your child may then start screaming louder and may perhaps become aggressive towards you. Your child will continue to try new things until he or she realizes that no matter what is done, you are following through and no longer giving in.

## Planned Ignoring

(Rhode, Jenson, Hepworth, 2010)

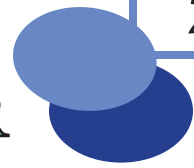
- 1. Break Eye Contact.** Turn your head, turn around or leave the room, if necessary.
- 2. Show no emotion.** Use stony silence.
- 3. Ignore by engaging in another activity or paying attention to something or someone else.** Finding other activities or places in the house will be helpful when using extinction procedures. Find household chores that need to be completed, for example vacuuming, close yourself in the bathroom or do a preferred activity like reading or listening to music.
- 4. Do not give in.** Expect the behavior to worsen before it gets better. If you give in, your child might learn that when he acts bad enough and for long enough, you will relent.
- 5. Beware of bootleg reinforcement.** If the response you are ignoring is not decreasing, others might be maintaining it. There may be sympathetic family members or friends that might give in when the child is displaying inappropriate behaviors. Ask them to support your ignoring behavior, and let them know you appreciate their support.
- 6. Resist the urge to nag.** For most children, nagging will actually strengthen the undesirable behavior. This goes back to using stony silence.

## PUTTING IT ALL TOGETHER



1. Say “Start” instead of “Stop.” Tell your child to start an appropriate behavior- for example, “Please start your math assignment.” Make fewer stop demands such as “Don’t argue with me!” Decide what you want to see and build on that! Encourage an appropriate substitute.
2. Use a clear directive, not a question. Asking “Would you stop teasing?” or “Will you take out the trash?” reduces compliance. When you won’t allow a choice, take care not to offer one. General statements, such as “It’s bedtime,” should be changed to direct requests. Good examples: “Please hang up your coat” and “You need to brush your teeth now.”
3. Make eye contact. Look directly at your child as you give instruction. Say your child’s name. When your eyes meet, contact has been made, and the chance for compliance increases.
4. Shorten the distance Move close to your child. Asking while an arm’s length away works better than directing from across the room.
5. Use a soft, but firm voice, If shouting at your children tells them you really mean it, you are training them not to listen until you raise your voice. Caution: Yelling moves you further along the coercive behavior chain.
6. Build behavior momentum! Give your child a few fun or easy directions before asking for the big one. Compliance momentum may carry them through! (Have you ever noticed that high-pressure sales-people have perfected this technique?)

## PUTTING IT ALL TOGETHER



7. Give descriptive directions. When the request is definite, the child is more likely to succeed. Some directions are confusing or ambiguous. Your child may truly not understand your expectations when you say, "Clean your room." Make your standards clear.
8. Demand the possible! Be certain the request is something your child is able to accomplish. You may want to divide a large job into baby steps so that it does not seem impossible to your child. Plan for success!
9. Time: Wait five seconds. Allow your child a bit of time to comply after making a request. During this short interval, just wait. Do not converse with the child. Do not argue or respond to excuses. Simply wait the five seconds.
10. Only Twice! Tell your child what you require only two times. Force yourself to simply wait the five seconds between and after each request. Do not nag! Avoid interrupting the child with further instructions. It is surprising how often parents will unintentionally distract their own children from following through.
11. Remain calm. An emotional response from the parent will actually reduce compliance. Exercise self-control. Remember to breathe easy.
12. Reinforce compliance. Recognize your child's efforts! It is too easy to request a behavior from a child, then ignore the positive result. If you want more cooperation, genuinely reinforce it.

## 3

## Taking Inventory

The first step to increase a child's compliance is to take inventory. Before we can expect children to do more of what we want, it is important to identify what it is they are already capable of doing. In this case, it is essential to identify what types of instructions the child already complies with all of the time, most of the time, some of the time, and none of the time.

To do this, you will fill out the Compliance Probability Checklist. The checklist includes instructions that are often given to children during play time, clean up, meal time, or bed time. Next to each instruction, check off how often your child complies with this request or if compliance to this request is not important. Depending on the age of your child or what the expectations are in your setting, some of the instructions might not be applicable and therefore should not be a focus. Space is provided for instructions specific to your child.



# COMPLIANCE PROBABILITY CHECKLIST

	Almost Always (76 - 100%)	Usually (51 - 75%)	Occasionally (26 - 50%)	Rarely (0 - 25%)	Skill Not Learned	Skill Not Important
<b>PLAY</b>						
Get your (toy)						
Play with you (toy)						
Pick a game/activity						
Come here						
Come sit down						
Sit next to me						
Play with me						
My turn						
Wait your turn						
Take your turn						
Give me the (item)						
Find the (item)						
Show me the (item)						
Touch the (item)						
Pick up the (item)						
Put the (item) down						
Throw me the ball						
Catch the ball						
Kick the ball						
Put the shapes in the sorter						
String the beads						
Stack the blocks						
Build a tower						
Build the tracks						
Push the train						
Push the car						
Put a piece in the puzzle						
Draw a picture						
Color the picture						
Turn on the music						
Dance with me						
Sing with me						
Jump up and down						
Turn around						

CHILD NAME:

ASSESSOR:



# COMPLIANCE PROBABILITY CHECKLIST

	Almost Always (76 - 100%)	Usually (51 - 75%)	Occasionally (26 - 50%)	Rarely (0 - 25%)	Skill Not Learned	Skill Not Important
<b>CLEAN UP</b>						
Pick up your (item)						
Put your (dish/cup) into the sink/on the counter						
Put the (item) into the fridge						
Put the (item) into the trash						
Put your school bag away						
Put your worksheets away						
Put your toys away						
Put your shoes away						
Put your (clothing item) into the drawer						
Put your (clothing item) into the hamper						
Put the (crayons/markers) into the box						
Put the pencils away						
Put the books on the shelf						
Put the lid on the (item)						
Close the bottle/jar/box						
Stack the papers						
Close the bag						
Zip up the bag						
Hang up your towel						
Hang up your coat						
Fold your clothes						
Make your bed						
Wash the (item)						
Scrub the (item)						
Wipe the (item)						
Pour the (item) into the sink)						
Turn off the lights						
Turn off the water						



# COMPLIANCE PROBABILITY CHECKLIST

	Almost Always (76 - 100%)	Usually (51 - 75%)	Occasionally (26 - 50%)	Rarely (0 - 25%)	Skill Not Learned	Skill Not Important
<b>PERSONAL CARE</b>						
Wash your hands						
Wash your face						
Wash your mouth						
Wash your hair						
Rinse your hands						
Rinse your mouth						
Dry your hands						
Dry your mouth						
Dry your face						
Dry your hair						
Comb your hair						
Floss your teeth						
Brush your teeth						
Turn on the water						
Turn off the water						
Use the soap						
Take a bath						
Put toothpaste on your toothbrush						
Put the cap on the toothbrush						
Wet the toothbrush						
Spit into the sink						
Rinse the toothbrush						
Put the toothbrush away						
Put the toothpaste away						
Get a tissue						
Blow your nose						
Wipe your nose						
Throw the tissue away						
Wipe your hands						
Wipe your face						
Wipe your mouth						
Wipe your bottom						
Wipe your feet/shoes						
Go potty						









Now that you know what instructions are already in your child's repertoire, the next step is to identify what your child would be motivated by to comply with your requests. More importantly, you must know what has more value to your child and what your child would likely be more willing to work for.

### For example...

You know your child enjoys lollipops and gummy bears. When you give an instruction that your child has no difficulty following (e.g. give me a hug), your child would be happy to have a gummy bear or a lollipop as a reward.

Now you give your child an instruction that she does not often comply with, such as cleaning up toys. When you offer a gummy bear as a reward, she does not clean up; however, you know that when you offer a lollipop, she will immediately pick up all of the toys. In this example, the gummy bear does not have as much value as the lollipop.

In order to get your child to follow your instructions more frequently, you must identify what your child likes and make sure that

the reward has enough value for the request you are making. To help you identify what your child likes, you will complete the Reinforcer Checklist. It lists a variety of edibles that children may find reinforcing, or rewarding. Edibles are choice reinforcers as they can be given immediately and can be consumed quickly so that instructions can be delivered at a rapid pace to maintain learning and compliance.

As you go through the list, it is important to ask yourself the following question:

- Does your child have constant or unlimited access to this item?

If you respond yes for any given item, it is likely that although the item appears to have reinforcing value for your child, it may not be as effective when used to increase compliance with difficult instructions unless you are able to limit access to the reinforcer.

### For example...

Your child loves to eat gummy bears and has unlimited access to them throughout the day. She can get a handful of gummy bears whenever she wants, without having to ask anyone or without having to do anything to get them.

If you make a request that your child does not usually comply with (e.g. clean up) and you offer a gummy bear in return, it is not likely your child will follow the instruction for something she will be able to get whether or not she complies. Now, let's say you restrict her access to gummy bears and she can only get them when she cleans up. She is now more likely to do what was asked if that is the only time she will get the gummy bears. In other words, the gummy bear is made contingent upon her behavior of following with the request to clean up.

The Reinforcer Checklist is divided into several categories such as candies, chocolates, crackers, and other snacks. When selecting reinforcers to use, it is important to vary what is provided in order to keep anticipation and motivation high. However, do not be worried if you find yourself rating items highly in one category over another. The important thing here is to identify a variety of things your child likes and how much your child likes one thing over another. If there are edible items not listed that your child enjoys, please list them as options to use as long as they are easy to give immediately and can be consumed quickly after your child complies with an instruction.

Next to each edible item on the Reinforcer Checklist, check the appropriate box to indicate how much value the item may have for your child.

No Value – Your child does not care or get excited about the item

Small Value – Your child likes it, but it can be fleeting

Some Value – Your child enjoys it some of the time

Good Value – Your child enjoys it and gets excited most of the time

Great Value – Your child always enjoys it and gets excited all of the time

# REINFORCER CHECKLIST

	No Value	Small Value	Some Value	Good Value	Great Value
<b>CANDIES</b>					
Blow-Pop Lollipop					
Boston Baked Beans					
Bottle Caps					
Candy Buttons					
Candy Cane					
Candy Corn					
Chewing Gum					
Dots					
Dum Dum Lollipop					
Gobstoppers					
Good & Plenty Licorice					
Gummy Bears					
Gummy Worms					
Gushers					
Hot Tamales					
Jawbreakers					
Jelly Beans					
Lemon Heads					
Licorice					
Life Savers					
Mamba					
Mentos					
Mike & Ikes					
Nerds					
Now and Later					
Peppermint Hard Candy					
Pez Candy					
Pixie Stix					
Pop Rocks					
Red Hots					
Runts					
Skittles					
Smarties					
Sour Patch Kids					
Sour Patch Straws					

CHILD NAME:

ASSESSOR:

# REINFORCER CHECKLIST

	No Value	Small Value	Some Value	Good Value	Great Value
<b>CANDIES (con't)</b>					
Spree Chewy Candy					
Starburst					
Swedish Fish					
Sweetarts					
Sweethearts					
Tootsie Pop					
Tootsie Roll					
Twizzlers					
Warheads					
Werther's Caramels					
<b>CHOCOLATES</b>					
100 Grand					
3 Musketeers					
Almond Joy					
Andes Mints					
Butterfinger					
Heath					
Hershey's Crunch					
Hershey's Kisses					
Junior Mints					
Kit Kat					
M& Ms					
Milk Duds					
Milky Way					
Mounds					
Pay Day					
Peanut Brittle					
Reese's Peanut Butter					
Reese's Pieces					
Sixlets					
Snickers					
Twix					
Whoppers					
York Peppermint					

# REINFORCER CHECKLIST

	No Value	Small Value	Some Value	Good Value	Great Value
<b>CRACKERS</b>					
Cheez-its					
Goldfish					
Graham Crackers					
Ritz Crackers					
Saltine Crackers					
Teddy Grahams					
Vanilla Wafers					
Wheat Thins					
<b>COOKIES</b>					
Chocolate Chip Cookie					
Oreos					
Oatmeal Raisin Cookie					
Peanut Butter Cookie					
Snickerdoodle Cookie					
Sugar Cookie					
White Chocolate Cookie					
<b>CEREALS</b>					
Apple Jacks					
Cap'n Crunch					
Cheerios					
Cinnamon Toast Crunch					
Coco Puffs					
Cookie Crisp					
Fruit Loops					
Golden Grahams					
Honey Comb					
Kix					
Lucky Charms					
Trix					
<b>FRUITS/VEGGIES</b>					
Apples					
Bananas					

# REINFORCER CHECKLIST

	No Value	Small Value	Some Value	Good Value	Great Value
<b>FRUITS/VEGGIES (con't)</b>					
Blackberries					
Blueberries					
Cantaloupe					
Carrots					
Celery					
Cherries					
Cranberries					
Cucumbers					
Grapes					
Kiwis					
Mangos					
Nectarines					
Oranges					
Peaches					
Pears					
Pineapple					
Raspberries					
Strawberries					
Watermelon					
<b>SNACKS</b>					
Almonds					
Apple Sauce					
Bagel Bites					
Brownie					
Cake Pop/Ball					
Cashews					
Cheese Puffs					
Cheetos					
Chex Mix					
Chicken Nuggets					
Chocolate-Covered Pretzels					
Chocolate-Covered Raisins					
Chocolate Pudding					
Corn Dog					
Cotton Candy					



Once the checklists have been completed, it is now time to organize the inventory. From the Compliance Probability Checklist, you will need to select instructions from each probability (e.g. green, yellow, orange, and red) and identify which requests will be used as you go through the program. For each color, select 8 primary instructions that you would like to use or increase compliance with and transfer them to the corresponding list for each color. The instructions will be divided into sets of two and each set of instructions will be targeted one at a time.





# SUMMARY OF REQUESTS

GREEN

1.
2.
3.
4.
5.
6.
7.
8.

ORANGE

1.
2.
3.
4.
5.
6.
7.
8.

YELLOW

1.
2.
3.
4.
5.
6.
7.
8.

RED

1.
2.
3.
4.
5.
6.
7.
8.

## 4

## Progress Monitoring

There are many parenting strategies available, but how do you know if something is working for your child? The answer lies in gathering data and monitoring your child's progress in the areas of concern. In this case, compliance. You will know when a strategy is working when your child starts complying more with your requests. As simple as it sounds, things can get in the way to make us believe that our child is complying more or less than they really are. Sometimes a bad day and our own negative emotions could make it feel like our child is not complying when, in fact, they are. Or, we think our child is complying more without realizing we have been giving simple instructions that were never a problem to begin with.

To keep this from happening, it is important to take data on the specific behavior we are looking for. Let's take a look again at our definition for compliance:

**COMPLIANCE:**

**Initiating a behavioral response within 5 seconds of an instruction being given  
AND  
completion of that request**

After an instruction is given, you must give your child the opportunity to respond and complete the request. If your child is able to start within 5 seconds and is able to complete the request, then your child has complied. If your child is not able to start within 5 seconds of your request and/or does not complete the request, then your child has not complied.

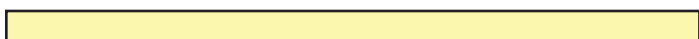
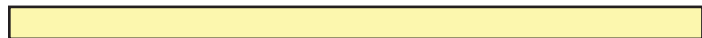
To collect data on your child's compliance, you will use the Compliance Data Sheet to indicate whether your child complied or did not comply to a given request during a compliance training session. This will allow you to look at your child's compliance over time and see if compliance rates are increasing.

Mark + next to the request if your child complies.  
Mark - next to the request if your child does not comply.

At the end of each session, you will count the total number of times your child complied and the total number of requests given. To get the percentage rate of compliance,

$$\frac{\text{Total Number of Times Child Complied}}{\text{Total Number of Requests Given}} \times 100$$

As you complete each compliance session, you will need to calculate the rate of compliance in order to determine whether you need to repeat the lesson or move on to the next lesson. The goal is to have your child reach at least 80% compliance after each session. In order to reach mastery, your child will need to have at least 80% compliance for three sessions in a row. Once that is achieved, you will move on to the next Compliance Session to target new instructions.



Each colored probability level has its own designated data sheet. This will help you keep track of where you are and what types of requests you and your child are working on. Additionally, each data sheet will include several examples of verbal praise statements that you can refer to and will have space for you to include edible reinforcers that you want to use.

Depending on what colored request you are working on, the schedule of edible reinforcement will change. As we discussed before, when you start teaching a new skill to a child, you want their buy in so you will provide an edible reinforcer for every opportunity. After working on green requests, you will then provide the edible reinforcer intermittently. The data sheets will include an \* next to a request to indicate that it is time to provide the edible reinforcer along with your verbal praise statement.

## 5

## Time to Play

Now that you have learned various strategies and have taken inventory of what your child is likely to do or what your child is likely to work for, it is time to begin using the Play Your Way to Compliance Program in its entirety. In the following pages, each component of the program will be introduced and discussed in the sequence that you will use to run a compliance session with your child.

### COMPONENTS

Adult Peer Modeling Video

Scooter Says Jingle

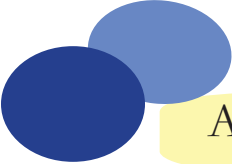
Child Peer Modeling Video

Scooter Says Game

Fasthands Animation

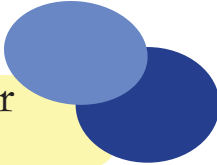


Play  
Your Way  
to Compliance



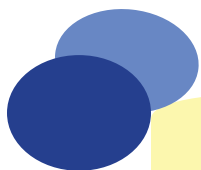
## Adult Peer Modeling Videos

The primary goal of the adult peer modeling videos is to show you how to use the program's strategies. Each video will present at least four commands delivered in different household locations. There are three videos per color phase for a total of twelve. The video clip lasts approximately 2 to 3 minutes and will be divided in three segments. Part 1 will present a parent correctly delivering a precision request sequence and gaining compliance. Part 2 will show a parent appropriately delivering the request sequence and correctly responding to non-compliance. Part 3 will depict a parent effectively delivering positive reinforcement. Thus, you will be able to read and listen to the steps in how to deliver precision requests, ignore inappropriate behavior, and reinforce compliance as well as observe other parents effectively completing the compliance session.



## Animation and Child Peer Modeling Video

Your child will also have the opportunity to watch a video that describes the steps to following directions through a fasthands animation of a robot named Scooter. The fasthands animation video teaches your child the steps to follow directions and provides examples of child peers using the steps. At the end of the video, the "Scooter Says" jingle is played in which you will use as a priming tool to engage your child in the compliance session and let them know that it is time to play. The video will last approximately 2 minutes.



## “Scooter Says” Jingle and Game

After viewing the videos, sing the “Scooter Says” jingle with your child. For example, you can start by singing part of the verse and letting your child finish it. Before starting the compliance session and making requests for low probability behaviors, you will need to initiate a game of “Scooter Says” and ask your child to do three or four simple, fun requests. For example, you can say “Dance like a chicken,” “Make a silly face” or “Touch your nose.”

### Scooter Says Jingle

To the tune “Mama Says”

Scooter says, please do as I say  
Please do as I say, Scooter says  
(Scooter says, Scooter says)  
Scooter I will do as you say  
I’ll say ok and do what Scooter says

And when he says, please look at me,  
I look, listen, and say… okay, and then I will start  
To do just what Scooter says

When your child seems to be having difficulties following directions in other settings (e.g. grocery store or a friend’s house) it might be helpful to hum the “Scooter Says” jingle, to let them know that a request will be made before continuing with the precision request.



# Program Sequence

## INITIAL STEPS

Review Strategies within Manual

Watch Adult Peer Modeling Videos

Complete the  
Compliance Probability Checklist

Complete the  
Reinforcer Checklist

## DELIVER REQUESTS

Green Requests

Yellow Requests

Orange Requests

Red Requests

## Steps to a Compliance Session

1. Watch the adult peer modeling video on your own.
2. Watch the fasthands animation video with your child.
3. Sing the “Scooter Says” jingle with your child. Remember to have him or her complete parts of the jingle. You might want them to concentrate on the parts that directly mention the steps (e.g. I will do, say ok, look, listen and say...).
4. Play the “Scooter Says” game. Have your child perform at least three silly requests.
5. Begin delivering low probability requests. Remember not to deliver the same request consecutively, give your child 3-5 seconds to respond, reinforce, ignore inappropriate behaviors, and log their responses!

## Preparing for Compliance Training

### Preparing Yourself and Others:

- Speak with other adults about your plan to begin compliance training. Let them know what to expect and how to help you and the child. This may include letting them know not to give your selected reinforcers outside of a training session or how they may use the precision request sequence to give instructions.
- Read Chapters X and Y of this manual to learn the strategies used in compliance training.
- Review the videos on how to give precision requests, deliver reinforcement, and to use planned ignoring.

### Preparing Materials :

- From the manual, print out the completed materials:
  - Compliance Data Sheet
  - Implementation Checklist
- Gather the reinforcers that have been identified and listed on your data sheet. If necessary, cut edibles into smaller pieces.
- Set up the child peer modeling and fasthands animation video and make sure electronic equipment is working.
- Prepare the space you will be using and any items that may be needed to make your requests.

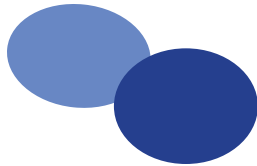
# OVERVIEW

## OBJECTIVE

Children will be able to demonstrate the steps to following directions within 3 to 5 seconds.

## RATIONALE

If you follow directions quickly, you will know how to do something correctly the first time. People will know that you are listening to what they are saying or asking you to do.



## SKILL STEPS

1. Look at the person.
2. Listen to the person.
3. Nod your head or say, "OK."
4. Do what the person asks right away.

## GENERALIZATION

**CATCH YOUR CHILD FOLLOWING DIRECTIONS.** Reinforce your child's skill practice by noticing when he follows directions or attempts to use the skill steps outside of compliance training sessions. This will help maintain the skill even when you are no longer explicitly teaching the skill.

# PREPARATION

## MATERIALS

### ELECTRONIC EQUIPMENT

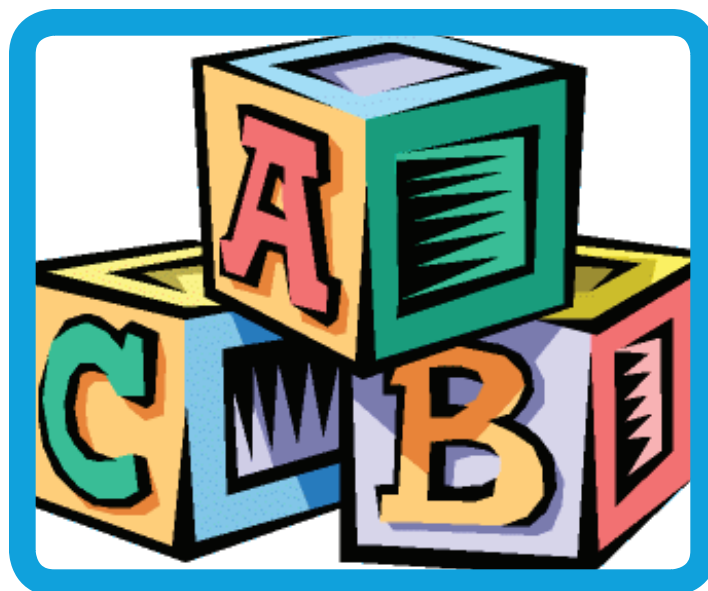
- DVD player and TV, computer, or tablet device
- Adult peer modeling videos
- Child peer modeling and fasthands animation video

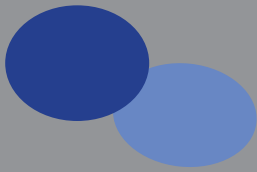
### PLAY YOUR WAY TO COMPLIANCE MATERIALS

- Training Guide
- Compliance Data Sheet
- Implementation Checklist

### TEACHING MATERIALS

- Edible reinforcers
- Items specific to requests (i.e. ball for catch; coat to hang)
- Simple requests for “Scooter Says” game





# COMPLIANCE SESSION 1

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **set of green requests** from the summary page to the compliance data sheet

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

5 - 15 min.

- Deliver 1 **green** request using a precision request.  
Say child's name and "please" request  
Provide reinforcement or, ignore behavior and deliver a "need" request
- If child does not respond, ignore inappropriate behaviors
- If child responds, provide verbal praise statement and edible reinforcer
- Repeat additional green requests
- Repeat each request in a different order until each request has been delivered three times
- Mark + if child complies or - if child does not comply to each green request on the Compliance Data Sheet

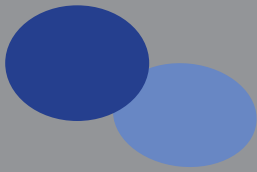
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, "Thanks for playing Scooter Says with me and following directions!  
Let's play again another day!"

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 1.
- If child complied for 80% of the time, repeat Compliance Session 1 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 2 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 2

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **first set of yellow requests** from the summary page to the Compliance Data Sheet for yellow requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*



## DELIVER REQUESTS

10 - 20 min.

- Deliver first **yellow** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 4 **green** requests.
- Deliver second **yellow** request.
- Deliver 4 additional **green** requests.
  
- Mark + if child complies or - if child does not comply to each yellow request on the Compliance Data Sheet.
- Repeat sequence until each yellow request has been delivered at least three times.

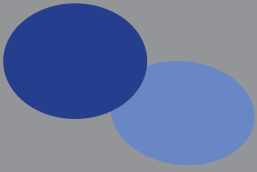
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 2.
- If child complied for 80% of the time, repeat Compliance Session 2 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 3 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 3

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **second set of yellow requests** from the summary page to the Compliance Data Sheet for yellow requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **yellow** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 2 **green** requests and 1 **yellow** request from set one.
- Deliver second **yellow** request.
- Deliver 2 additional **green** requests and other yellow request from set one.
  
- Mark + if child complies or - if child does not comply to each yellow request from set two on the Compliance Data Sheet.
- Repeat sequence until each new yellow request has been delivered at least three times.

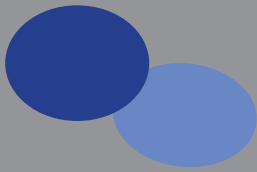
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 3.
- If child complied for 80% of the time, repeat Compliance Session 3 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 4 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 4

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **third set of yellow requests** from the summary page to the Compliance Data Sheet for yellow requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **yellow** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 1 **green** requests and 2 **yellow** requests from set one.
- Deliver second **yellow** request.
- Deliver 1 **green** request and 2 **yellow** requests from set two.
  
- Mark + if child complies or - if child does not comply to each yellow request from set three on the Compliance Data Sheet.
- Repeat sequence until each new yellow request has been delivered at least three times.

## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 4.
- If child complied for 80% of the time, repeat Compliance Session 4 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 5 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 5

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **last set of yellow requests** from the summary page to the Compliance Data Sheet for yellow requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **yellow** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 3 **yellow** requests from previous sets.
- Deliver second **yellow** request.
- Deliver 3 **yellow** requests from previous sets.
  
- Mark + if child complies or - if child does not comply to each yellow request from set four on the Compliance Data Sheet.
- Repeat sequence with until each new yellow request has been delivered at least three times.

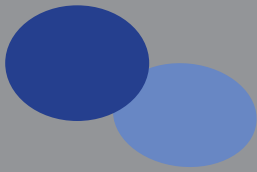
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 5.
- If child complied for 80% of the time, repeat Compliance Session 5 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 6 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 6

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **first set of orange requests** from the summary page to the Compliance Data Sheet for orange requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*



## DELIVER REQUESTS

10 - 20 min.

- Deliver new **orange** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 3 **yellow** requests.
- Deliver second **orange** request.
- Deliver 3 **yellow** requests.
  
- Mark + if child complies or - if child does not comply to each orange request on the Compliance Data Sheet.
- Repeat sequence with until each new orange request has been delivered at least three times.

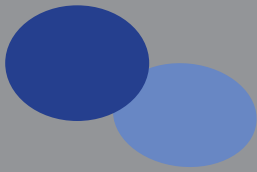
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 6.
- If child complied for 80% of the time, repeat Compliance Session 6 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 7 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 7

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **second set of orange requests** from the summary page to the Compliance Data Sheet for orange requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **orange** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 2 **yellow** requests and 1 **orange** request from set one.
- Deliver second **orange** request.
- Deliver 2 **yellow** requests and 1 **orange** request from set one.
  
- Mark + if child complies or - if child does not comply to each orange request from set two on the Compliance Data Sheet.
- Repeat sequence with until each new orange request has been delivered at least three times.

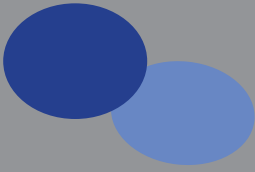
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 7.
- If child complied for 80% of the time, repeat Compliance Session 7 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 8 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 8

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **third set of orange requests** from the summary page to the Compliance Data Sheet for orange requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **orange** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate
- Deliver 1 **yellow** requests 2 **orange** requests from set one.
- Deliver second **orange** request.
- Deliver 1 **yellow** requests and 2 **orange** requests from set two.
  
- Mark + if child complies or - if child does not comply to each orange request from set three on the Compliance Data Sheet.
- Repeat sequence with until each new orange request has been delivered at least three times.

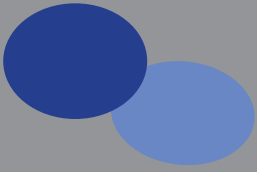
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 8.
- If child complied for 80% of the time, repeat Compliance Session 8 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 9 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 9

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **last set of orange requests** from the summary page to the Compliance Data Sheet for orange requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **orange** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate
- Deliver 3 **orange** requests from previous sets.
- Deliver second **orange** request.
- Deliver 3 **orange** requests from previous sets.
  
- Mark + if child complies or - if child does not comply to each orange request from set four on the Compliance Data Sheet.
- Repeat sequence with until each new orange request has been delivered at least three times.

## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 9.
- If child complied for 80% of the time, repeat Compliance Session 9 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 10 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 10

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **first set of red requests** from the summary page to the Compliance Data Sheet for red requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*



## DELIVER REQUESTS

10 - 20 min.

- Deliver new **red** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate
- Deliver 3 **orange** requests.
- Deliver second **red** request.
- Deliver 3 **orange** requests.
  
- Mark + if child complies or - if child does not comply to each red request from set one on the Compliance Data Sheet.
- Repeat sequence with until each new red request has been delivered at least three times.

## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 10.
- If child complied for 80% of the time, repeat Compliance Session 10 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 11 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 11

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **second set of red requests** from the summary page to the Compliance Data Sheet for red requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **red** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 2 **orange** requests and 1 **red** request from set one.
- Deliver second **red** request.
- Deliver 2 **orange** requests and 1 **red** request from set one.
  
- Mark + if child complies or - if child does not comply to each red request from set two on the Compliance Data Sheet.
- Repeat sequence with until each new red request has been delivered at least three times.

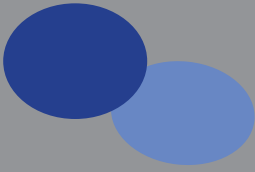
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 11.
- If child complied for 80% of the time, repeat Compliance Session 11 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 12 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 12

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **third set of red requests** from the summary page to the Compliance Data Sheet for red requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **red** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 1 **orange** requests and 2 **red** requests from set one.
- Deliver second **red** request.
- Deliver 1 **orange** requests and 2 **red** request from set two.
  
- Mark + if child complies or - if child does not comply to each red request from set three on the Compliance Data Sheet.
- Repeat sequence with until each new red request has been delivered at least three times.

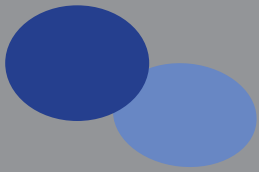
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 12.
- If child complied for 80% of the time, repeat Compliance Session 12 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 13 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 13

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos
- Transfer **last set of red requests** from the summary page to the Compliance Data Sheet for red requests

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*

## DELIVER REQUESTS

10 - 20 min.

- Deliver new **red** request using a precision request sequence. Deliver verbal praise statement and edible reinforcer or use planned ignoring as appropriate.
- Deliver 3 **red** requests from previous sets.
- Deliver second **red** request.
- Deliver 3 **red** requests from previous sets.
  
- Mark + if child complies or - if child does not comply to each red request from set four on the Compliance Data Sheet.
- Repeat sequence with until each new red request has been delivered at least three times.

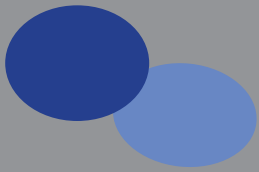
## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions! Let's play again another day!"*

## REPEAT OR CONTINUE

- If child complied less than 80% of the time, repeat Compliance Session 13.
- If child complied for 80% of the time, repeat Compliance Session 13 until child complies for at least 80% of the time for 3 sessions in a row.
- Proceed to Compliance Session 14 after 3 sessions of at least 80% compliance.



# COMPLIANCE SESSION 14

## PREP

- Review the steps to precision requests, delivering positive reinforcement, and using planned ignoring
- Watch adult peer modeling videos

## INTRODUCE THE SKILL

- Let the child know that you will soon be playing the “Scooter Says” game to practice following directions
- Explain the rationale.  
*Say, “If you follow directions quickly, you will make someone happy and learn new things faster.”*

## PLAY CHILD PEER MODELING VIDEO

3 - 5 min.

Watch fasthands animation and child peer modeling videos

## SING “SCOOTER SAYS” JINGLE

1 min.

Sing the “Scooter Says” jingle with your child

## PLAY “SCOOTER SAYS” GAME

3 - 5 min.

Give simple and silly commands to your child.

Examples:

- *“Quack like a duck!”*
- *“Touch your belly!”*
- *“March like a soldier!”*
- *“Jump up and down!”*



## DELIVER REQUESTS

10 - 20 min.

- Vary and deliver green, yellow, orange, and red requests. Provide verbal praise statements or use planned ignoring as appropriate.
- Vary the use of edible reinforcement and deliver edible reinforcement with praise statements.

## WRAP UP

1 - 2 min.

- Let the child know that the game is all done and provide praise for playing with you  
Say, *"Thanks for playing Scooter Says with me and following directions!  
Let's play again another day!"*

## COMPLIANCE TRAINING

The Play Your Way to Compliance training is now complete! The program can be repeated as often as needed with new instructions. Start by reviewing the completed Compliance Probability Checklist and selecting new sets of requests that have not been targeted. Transfer these requests to create a new summary of requests and repeat the program from Compliance Session 1.

# COMPLIANCE DATA SHEET

## Baseline


Session Date:	TRIALS (+ or -)				
	1	2	3	4	5
INSTRUCTION					
1					
2					
3					
4					
1					
2					
3					
4					
1					
2					
3					
4					
1					
2					
3					
4					

$$\text{TOTAL} = \frac{\text{Total +}}{\text{Total \# of Requests}} \times 100$$



# COMPLIANCE DATA SHEET


## Green Requests

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					
8					
Total = $\frac{\quad}{\text{Total +}} \div \frac{\quad}{\text{Total \# of Requests}} \times 100$					

EDIBLE REINFORCERS	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET


## Yellow Requests

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1					
Deliver Green Requests					
2					
Deliver Green Requests					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET


## Yellow Requests

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1					
Deliver Green Requests					
Deliver Yellow Requests (Previous Sets)					
2					
Deliver Green Requests					
Deliver Yellow Requests (Previous Sets)					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET


## Orange Requests

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1	*	*			*
Deliver Yellow Requests					
2		*		*	
Deliver Yellow Requests					
Total = $\frac{\quad}{\text{Total +}} \div \frac{\quad}{\text{Total \# of Requests}} \times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET


## Orange Requests

Session Date:	TRIALS (+ or -)				
	1	2	3	4	5
<b>INSTRUCTION</b>					
1		*	*		*
Deliver Yellow Requests					
Deliver Orange Requests (Previous Sets)					
2	*	*			*
Deliver Yellow Requests					
Deliver Orange Requests (Previous Sets)					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET

## Orange Requests


Session Date:	TRIALS (+ or -)				
	1	2	3	4	5
INSTRUCTION					
1	*	*			*
Deliver Orange Requests (Previous Sets)					
2		*		*	
Deliver Orange Requests (Previous Sets)					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!



# COMPLIANCE DATA SHEET


## Red Requests

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1		*		*	*
Deliver Orange Requests					
2		*	*	*	
Deliver Orange Requests					
Total = $\frac{\quad}{\text{Total +}} \div \frac{\quad}{\text{Total \# of Requests}} \times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET


## Red Requests

Session Date:	TRIALS (+ or -)				
	1	2	3	4	5
INSTRUCTION					
1		*	*	*	
Deliver Orange Requests					
Deliver Red Requests (Previous Sets)					
2	*			*	*
Deliver Orange Requests					
Deliver Red Requests (Previous Sets)					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!


# COMPLIANCE DATA SHEET

## Red Requests

Session Date:	TRIALS (+ or -)				
	1	2	3	4	5
<b>INSTRUCTION</b>					
1		*		*	
Deliver Red Requests (Previous Sets)					
2		*		*	
Deliver Red Requests (Previous Sets)					
Total = $\frac{\quad}{\text{Total +}}$ $\div$ $\frac{\quad}{\text{Total \# of Requests}}$ $\times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# COMPLIANCE DATA SHEET

Session Date:	TRIALS (+ or -)				
INSTRUCTION	1	2	3	4	5
1		*		*	
2	*			*	
3			*		
4		*			*
5				*	
6	*				
7		*			*
8			*		
Total = $\frac{\text{Total +}}{\text{Total \# of Requests}} \times 100$					
Session Notes:					

EDIBLE REINFORCERS (Use only on trials with *)	VERBAL PRAISE STATEMENTS	
	Thank you for ___!	Nice job ___!
	I love how you ___!	Yay! You ___!
	Look at you ___!	I like that you ___!
	Awesome job ___!	Great listening and ___!
	Thank you for following directions!	I love that you listened!

# IMPLEMENTATION CHECKLIST

- Sing "Scooter Says" Jingle with my child
- Play "Scooter Says" Game with my child
- Use precision request sequence to deliver selected requests
- Avoid more difficult tasks or requests not being worked on
- Deliver verbal praise statements for all compliance and edible reinforcers as needed
- Use planned ignoring for all noncompliance and inappropriate behaviors

## PRECISION REQUEST SEQUENCE

- Gain attention prior to delivering request
- Deliver an appropriate "please" request
- Wait at least 5 seconds for my child to respond
- Provide immediate reinforcement, or ignore behaviors
- Deliver an appropriate "need" request
- Wait at least 5 seconds for my child to respond
- Provide immediate reinforcement, or ignore behavior

## PRECISION REQUESTS

**Distance:** Before delivering a request, make sure you are within 3-5 feet

**Eye Contact:** Look directly at your child as you give an instruction. When your eyes meet, the chance for compliance increases.

**Specific Request:** Make a definite, clear request that is specific. Rather than clean up your room, ask your child to put his/her books back on the shelf.

**Remain Calm:** make sure to use a nonreactive calm, but firm voice when making a request. Yelling only teaches your child to ignore your requests.

**Wait:** After making a request be sure to wait 3-5 seconds.

**Reinforce:** Recognize your child's efforts! It is easy to request a behavior and ignore the positive results. When you reinforce make sure to also provide specific feedback such as "great job putting the books back on the shelf."

## IFEED-AV

**I - Immediate.** Provide reinforcement immediately after the desired behavior.

**F - Frequent.** Provide reinforcement frequently and consistently.

**E - Enthusiasm.** Show enthusiasm and excitement when delivering reinforcement.

**E - Eye contact.** Make eye contact with your child when delivering reinforcement.

**D - Describe.** Describe the specific behavior you are reinforcing.

**A - Anticipation.** Build anticipation for the reward and get your child excited to earn it.

**V - Variety.** Vary the reinforcements to keep anticipation and motivation high.

## PLANNED IGNORING

**1. Break Eye Contact.** Turn your head, turn around or leave the room, if necessary.

**2. Show no emotion.** Use stony silence.

**3. Ignore by engaging in another activity or paying attention to something or someone else.** Finding other activities or places in the house will be helpful when using extinction procedures. Find household chores that need to be completed, for example vacuuming, close yourself in the bathroom or do a preferred activity like reading or listening to music.

**4. Do not give in.** Expect the behavior to worsen before it gets better. If you give in, your child might learn that when he acts bad enough and for long enough, you will relent.

**5. Beware of bootleg reinforcement.** If the response you are ignoring is not decreasing, others might be maintaining it. There may be sympathetic family members or friends that might give in when the child is displaying inappropriate behaviors. Ask them to support your ignoring behavior, and let them know you appreciate their support.

**6. Resist the urge to nag.** For most children, nagging will actually strengthen the undesirable behavior. This goes back to using stony silence.



# REFERENCES

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