



Using Behavior Charts ***Successfully to Modify Behaviors***

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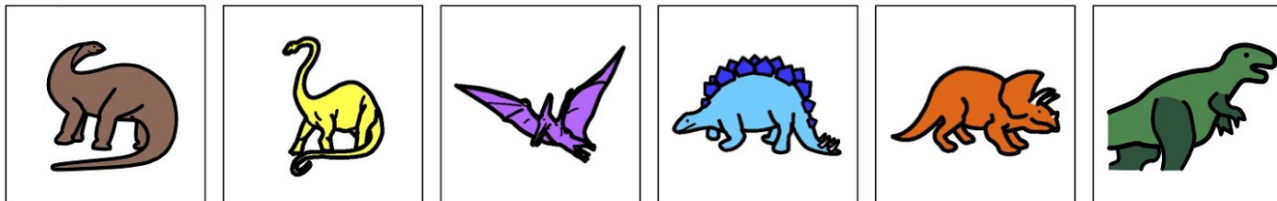
BENEFITS OF USING BEHAVIOR CHARTS

- Preventative strategy
- Gather information
- Track progress
- Prompt for caregivers to reinforce
- Visual reminder
- Fun for kids (sometimes!)
- Stay focused on the targets

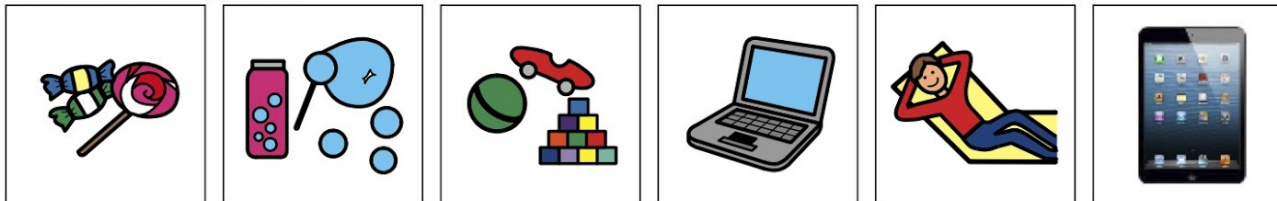
Simple Token Chart

_____ is working for					

Tokens:



Reinforcer/Reward Menu:



School Rules Chart

Name: _____

Date: _____

RULES

1. Keep hands, feet, and objects to myself.



2. Listen to teacher when she says it's time to go.



3. Have a quiet voice in class.



Instructions: Review the rules frequently throughout the day, and especially prior to each non-preferred task/ activity. At the end of each activity, if the rules were followed, have student enter a ☺ in the appropriate box. Praise student for following each of the rules. Do not discuss inappropriate behaviors. Enter comments as needed. Student should have a daily and/ or weekly goal and reward identified.

Schedule:	Enter ☺	Comments
Morning Work		
Specials		
Math		
Lunch		
Recess		
Science		
Other: _____		
Other: _____		
Total Daily:		
Reward:		

Morning Routine

MORNING ROUTINE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Get up																															
Make bed																															
Get dressed																															
Eat breakfast																															
Brush teeth/floss																															
Brush hair																															
Put on sunscreen																															
Put <u>socks</u> & shoes on																															
HOW MANY DONE CORRECT?																															
8																															
7																															
6																															
5																															
4																															
3																															
2																															
1																															
0																															

Weekly Chart

Tommy

Week of: _____

Earn a 😊 every day for good choices:	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Homework							
Clear and wipe table							
Listen when told to get off DSI, TV, or computer							

Good choice goal: _____

Reward: _____

~~~~~  
**"Hurricane"** = Yelling, screaming, breaking things, hurting people,



| Date | What do you think started the Hurricane? | Rate from 1 – 10 (Circle one) | How long did it last? | What do you think helped you calm down? |
|------|------------------------------------------|-------------------------------|-----------------------|-----------------------------------------|
|      |                                          | 1 2 3 4 5 6 7 8 9 10          |                       |                                         |
|      |                                          | 1 2 3 4 5 6 7 8 9 10          |                       |                                         |
|      |                                          | 1 2 3 4 5 6 7 8 9 10          |                       |                                         |
|      |                                          | 1 2 3 4 5 6 7 8 9 10          |                       |                                         |

Hurricane goal: \_\_\_\_\_

Reward: \_\_\_\_\_



# Gathering the Information

- Prioritize in 3 categories:
  - 1. Behaviors that you want to increase/ decrease
  - 2. Reinforcers and privileges
  - 3. Current consequences for breaking rules
- Examples...

# Example

- BEHAVIORS

- Tantrums
- Hitting
- Brushing teeth
- Homework

REINFORCERS

TV Time  
iPad  
McDonalds fries  
Chuck E Cheese

CONSEQUENCES

Lose TV and iPad  
Parents yell  
Take toys away





## Organizing the Info...

- Prioritize: which targets are most important?
- Child can be involved
- Create rules based on the problem behaviors
- Structure the chart so all categories work together:
  - Follow rules → Earn privileges
  - Break rules → Withhold privileges



# Using the Chart Effectively

- Collect initial information before you set goals
- Goals:
  - Expect a slightly higher level of performance each time
  - Attainable, not impossible
  - Identify reinforcers
- Implement consistently



# It's Not Working!

- Correct motivators?
- Are reinforcers delivered properly?
- Is implementation consistent?

# More Chart Examples

- MY RULES:**
1. NICE HANDS toward people and property
  2. NICE WORDS and CALM VOICE toward friends and teachers
  3. WAITING turn quietly and raising hands

Instructions: Put a sticker if you follow all 3 rules during each activity. Have teacher sign at the end of the day.

| DAILY SCHEDULE             | MONDAY   | TUESDAY  | WEDNESDAY | THURSDAY | FRIDAY   |
|----------------------------|----------|----------|-----------|----------|----------|
| Morning work               |          |          |           |          |          |
| Bible / Chapel             |          |          |           |          |          |
| Brain Break                |          | XXXXXXXX |           | XXXXXXXX |          |
| Phonics                    |          |          |           |          |          |
| Computer / Art             | XXXXXXXX | XXXXXXXX | XXXXXXXX  |          | XXXXXXXX |
| Whole Group Reading        |          |          |           |          |          |
| English and/or Writing     |          |          |           |          |          |
| Brain Break                |          |          |           |          |          |
| Spelling                   |          |          |           |          |          |
| Reading Centers            |          |          |           |          |          |
| Lunch                      |          |          |           |          |          |
| Recess                     |          |          |           |          |          |
| Restroom Break             |          |          |           |          |          |
| PE                         | XXXXXXXX |          | XXXXXXXX  |          | XXXXXXXX |
| Library                    | XXXXXXXX |          | XXXXXXXX  | XXXXXXXX | XXXXXXXX |
| Music                      | XXXXXXXX | XXXXXXXX | XXXXXXXX  |          | XXXXXXXX |
| Math Review / New concepts |          |          |           |          |          |
| Independent Class work     |          |          |           |          |          |
| Science or social studies  |          | XXXXXXXX |           | XXXXXXXX |          |
| Computer Lab               |          | XXXXXXXX | XXXXXXXX  | XXXXXXXX |          |
| Math Game                  | XXXXXXXX | XXXXXXXX |           | XXXXXXXX | XXXXXXXX |
| Pack up                    |          |          |           |          |          |
| Dismissal                  |          |          |           |          |          |
| Teacher signature:         |          |          |           |          |          |
| TOTAL POINTS:              |          |          |           |          |          |

GOAL: \_\_\_\_\_

# More Chart Examples

Instructions: Enter a "+" for completing each item daily. Enter a "-" if item not completed. Enter "NA" there is no opportunity that day (ie: no homework).

| TARGET ITEMS                                                        | Sunday        | Monday        | Tuesday        | Wednesday        | Thursday        | Friday        | Saturday        |
|---------------------------------------------------------------------|---------------|---------------|----------------|------------------|-----------------|---------------|-----------------|
| <b>Sports days (Tuesday/ Thursday)</b>                              |               |               |                |                  |                 |               |                 |
| Start homework directly after school                                |               |               |                |                  |                 |               |                 |
| Complete about 1 hour of homework                                   |               |               |                |                  |                 |               |                 |
| Turn phone off and put in box                                       |               |               |                |                  |                 |               |                 |
| No friends over                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
| <b>Non-sports days (Monday/ Wednesday)</b>                          |               |               |                |                  |                 |               |                 |
| Friends leave by 6:15pm                                             |               |               |                |                  |                 |               |                 |
| Start homework by 6:45pm                                            |               |               |                |                  |                 |               |                 |
| Turn phone off and put in box                                       |               |               |                |                  |                 |               |                 |
| Empty Dishwasher                                                    |               |               |                |                  |                 |               |                 |
| Take out trash                                                      |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
| <b>Data on "rages"</b>                                              | <b>Sunday</b> | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> | <b>Saturday</b> |
| (raising voice, talking back, threatening gestures, hurting others) |               |               |                |                  |                 |               |                 |
| Check-off here if "rage" occurred:                                  |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |
|                                                                     |               |               |                |                  |                 |               |                 |

Goal: \_\_\_\_\_

Reward: \_\_\_\_\_

# More Chart Examples

Jane Doe: Self-Monitoring

Month: \_\_\_\_\_

Instructions: Have Jane put a ✓ in the appropriate box each day. Have her document the time she has evening snack.

| SUNDAY                                                                                                                            | MONDAY                                                                                                                            | TUESDAY                                                                                                                           | WEDNESDAY                                                                                                                         | THURSDAY                                                                                                                          | FRIDAY                                                                                                                            | SATURDAY                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home |
| <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home |
| <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home |
| <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home |
| <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home | <input type="checkbox"/> GOOD DAY<br><input type="checkbox"/> Disruptive at School<br><input type="checkbox"/> Disruptive at home |

Goals:

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# More Chart Examples

## Brendan's Chores

Indicate with a **+** or **-** whether each chore was completed on a specific day. At the end of the week, add the **+**'s. The shaded areas indicate that it is not necessary to complete that chore on that day. Reinforce according to the following:

18-20 points = \$1.50

21-23 points = \$2.00

24 points = \$3.00

| CHORES           | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------------|--------|--------|---------|-----------|----------|--------|----------|
| Dust             |        |        |         |           |          |        |          |
| Empty Dishwasher |        |        |         |           |          |        |          |
| Shower           |        |        |         |           |          |        |          |
| Brush Teeth AM   |        |        |         |           |          |        |          |
| Brush Teeth PM   |        |        |         |           |          |        |          |

Total Weekly **+**'s: \_\_\_\_\_

Comments:

# More Chart Examples

| DAILY LIST OF ACTIVITIES:<br>Date: | MON | TUES | WED | THURS | FRI | Sat | Sun |
|------------------------------------|-----|------|-----|-------|-----|-----|-----|
| Sing                               |     |      |     |       |     |     |     |
| Dance                              |     |      |     |       |     |     |     |
| Write in Journal                   |     |      |     |       |     |     |     |
| Word Search                        |     |      |     |       |     |     |     |
| Puzzle                             |     |      |     |       |     |     |     |
| Walk                               |     |      |     |       |     |     |     |
| Wii                                |     |      |     |       |     |     |     |
| Swim                               |     |      |     |       |     |     |     |
| Bubble Pool                        |     |      |     |       |     |     |     |
| Game                               |     |      |     |       |     |     |     |
| Read a book                        |     |      |     |       |     |     |     |
| Activity Page                      |     |      |     |       |     |     |     |
| Bike                               |     |      |     |       |     |     |     |
|                                    |     |      |     |       |     |     |     |
|                                    |     |      |     |       |     |     |     |
| TOTAL DAILY:                       |     |      |     |       |     |     |     |
| TOTAL WEEKLY:                      |     |      |     |       |     |     |     |





# Questions and Contact Info

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