


# CORRECTING BEHAVIORS


## *worksheet*

### TEEN

Use this worksheet to decide how to use the steps of Correcting Behaviors. We've given you an example to show you how it's done.

 <b>EXAMPLE</b>	<b>1.</b> GET YOUR CHILD'S ATTENTION.	"Aubrey. Why are you on your phone?"
	<b>2.</b> EXPRESS EMPATHY.	"I know how much you like texting with your friends. . . ."
	<b>3.</b> DESCRIBE THE BAD BEHAVIOR.	"But you know you can't use your phone until your chores are done."
	<b>4.</b> DELIVER A CONSEQUENCE.	"Because you didn't complete your chores before you started using your phone, you've lost your phone for an hour."
	<b>5.</b> DESCRIBE WHAT YOU WANT YOUR CHILD TO DO INSTEAD.	"What you should have done is completed your chores before texting your friends."
	<b>6.</b> GIVE A REASON WHY THIS NEW BEHAVIOR IS IMPORTANT TO YOUR CHILD.*	"If you do this, you'll finish your chores quickly and have more time on your phone to text your friends."
	<b>7.</b> PRACTICE THE NEW BEHAVIOR AND REDUCE THE CONSEQUENCE.	"I know you want to use your phone so you can text your friends. If you do a small chore without texting while the phone is in your pocket, you can earn it back in 45 minutes instead of an hour."



 <b>SITUATION</b>	<b>1.</b> GET YOUR CHILD'S ATTENTION.	-----
	<b>2.</b> EXPRESS EMPATHY.	-----
	<b>3.</b> DESCRIBE THE BAD BEHAVIOR.	-----
	<b>4.</b> DELIVER A CONSEQUENCE.	-----
	<b>5.</b> DESCRIBE WHAT YOU WANT YOUR CHILD TO DO INSTEAD.	-----
	<b>6.</b> GIVE A REASON WHY THIS NEW BEHAVIOR IS IMPORTANT TO YOUR CHILD.*	-----
	<b>7.</b> PRACTICE THE NEW BEHAVIOR AND REDUCE THE CONSEQUENCE.	-----

\*Must be meaningful to your child.