

# Behavior Change CHECKLIST

Directions: Choose 3-5 behaviors you want to focus on. Think about each behavior and use the 5 factors to pick the first behavior to start addressing. Then complete your 3 R's to determine how you are going to address that behavior. Pick 2-3 times per day to practice.

## Possible Behavior(s) to Focus On

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POSSIBLE BEHAVIORS TO FOCUS ON

## Factors to Consider

- Do I have time to focus on this now?
- Does this skill increase independence and communication or decrease a problem behavior?
- Will I experience more positive interactions with my child?
- Are all caregivers on board and know how to teach the skill?
- Do I feel confident / prepared to teach this new skill or behavior?

## 3 R's of New Behavior/Skill

Reminder (cue or trigger): \_\_\_\_\_

\_\_\_\_\_

Routine (action to take place): \_\_\_\_\_

\_\_\_\_\_

Reward (benefit of this skill): \_\_\_\_\_

\_\_\_\_\_

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## Possible Behavior(s) to Focus On

- Walking with me in the store instead of running away.
- Sitting in the cart during shopping trip.
- Signing all done instead of throwing food.
- Playing by herself for 10 minutes with toys.
- Drinking from a straw instead of using a bottle.

## Factors to Consider

- Do I have time to focus on this now?
- Does this skill increase independence and communication or decrease a problem behavior?
- Will I experience more positive interactions with my child?
- Are all caregivers on board and know how to teach the skill?
- Do I feel confident / prepared to teach this new skill or behavior?

## 3 R's of New Behavior/Skill

- Reminder (cue or trigger):** Meal times and snack time
- Routine (action to take place):** After I notice she is slowing down with her eating, I will go to her high chair and model the sign "all done" and help her sign. Then I'll get her out.
- Reward (benefit of this skill):** She will learn how to tell me she is all done and I won't have to clean food off the floor anymore.