

Positive Solutions for Families



Facilitator's Guide



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Facilitator's Guide

Positive Solutions for Families is an evidence-based, family-friendly workshop of seven sessions to help professionals working with families promote positive and effective parenting behaviors.

The workshop materials provide information for families on how to:

- ▶ promote children's social and emotional skills;
- ▶ understand their child's challenging behavior; and
- ▶ use positive approaches to help children learn appropriate behavior.

About the Content

The workshop gives family members general information on key strategies that can be used with all children. The sessions are not designed to offer parents specific advice for their child's individual issues. Facilitators of the workshop should be knowledgeable about local agencies and service providers that may assist families who have complex support needs or children with challenging behavior that requires the individual consultation by a professional.

The Positive Solutions for Families includes a Family Handbook with guided activities that families will complete during sessions or at home. The activities include self-reflection, setting intentional goals, and opportunities to practice skills before trying them at home. We have provided a PowerPoint presentation and a script for each session. The facilitator's role is to offer the information in a way that prompts participant involvement through reflection, discussion, and activities. The content should not be presented as a lecture or training session. You will find tips to use in your facilitation of the workshop series in this guide.

Please note that the words "parent" and "family" are used interchangeably in this document. We want to include all types of family networks; biological parent(s), extended family member(s), foster or adopted parent(s), or legal guardian(s).

The following table provides an overview of each Positive Solutions for Families session with the objectives covered:

Session	Primary Focus	Objectives
Session 1 - Making the Connection	Orient the group to the Positive Solutions for Families format, building connections with your child, and using positive encouragement.	<ul style="list-style-type: none"> ▶ Meet each other and learn about our families. ▶ Discuss the purpose of the group. ▶ Discuss ground rules we might have for our group. ▶ Discuss the role families have in promoting their child's social-emotional development. ▶ Identify the importance of building positive relationships with children.
Session 2 - Keeping It Positive	Learn how to use playful interactions to strengthen the caregiver-child relationship, understand the meaning of challenging behavior, and how to use positively stated directions.	<ul style="list-style-type: none"> ▶ Understand how playful interactions and creating fun in everyday moments can be a powerful practice. ▶ Link building relationships, using positive comments and encouragement, and play to children's behavior. ▶ Examine why children do what they do. ▶ Understand how to use positive language with children.
Session 3 - Behavior Has Meaning	Determine the meaning of children's behavior, being a behavior detective, and developing and teaching rules.	<ul style="list-style-type: none"> ▶ Examine why children do what they do. ▶ Practice ways to determine the meaning of behavior. ▶ Understand effective ways to develop and teach household rules.
Session 4 - The Power of Routines	Setting up successful routines and transitions and using prevention strategies.	<ul style="list-style-type: none"> ▶ Discover the importance of routines and how to set them up for success. ▶ Introduction to the Family Routine Guide. ▶ Identify strategies for making transitions successful. ▶ Plan for when things go well.
Session 5 - Teach Me What to Do!	Teaching emotional vocabulary, anger management, and problem-solving skills.	<ul style="list-style-type: none"> ▶ Understand why teaching key social and emotional skills is needed. ▶ Identify the best time for teaching of social and emotional skills. ▶ Identify feeling words and identify effective ways to teach feeling vocabulary. ▶ Identify how the use of calming strategies can be used to cope with feelings and teach self-regulation skills. ▶ Learn how to teach problem-solving skills.
Session 6 - Responding With Purpose	Understanding how to respond to challenging behaviors.	<ul style="list-style-type: none"> ▶ Review powerful prevention strategies and learn two new prevention strategies. ▶ Learn specific strategies that can be used to respond with purpose to child behavior in home and community settings.
Session 7 - Putting It All Together With a Plan	Developing a behavior plan to use during daily routines.	<ul style="list-style-type: none"> ▶ Identify the meaning of behavior by examining what happens before and after the problem behavior. ▶ Identify the three parts of a behavior plan: prevention, new skills to teach, and new responses. ▶ Learn to use the Family Routine Guide to identify supports for use with children during daily routines.

Tips for Facilitators

Who should facilitate these sessions?

Anyone with these skills:

- ▶ An understanding of behavioral principles as applied in a parent-child context and the use of family-centered principles in the design of behavior intervention strategies. Facilitators should know positive behavior support and the importance of understanding the reasons for problem behavior and the identification of interventions that are matched to why problem behavior is occurring.
- ▶ Comfort with supporting diverse families with various needs, including the parenting of children with disabilities and persistent challenging behavior.
- ▶ A strengths-based perspective about families and the ability to help families in identifying their strengths and being comfortable in learning new strategies to meet their needs.
- ▶ A genuine respect for and a good understanding of parenting and how difficult it can be—issues, concerns, typical problems, and common pitfalls. In addition, an understanding and appreciation of the dynamic of families that may be present in the groups (e.g., foster parents, extended family, grandparents as caregivers) will be important for group success.
- ▶ Excellent skills and experience in conducting group workshops.
- ▶ A demonstrated ability to organize information, physical space, details, and paper. Leading a group entails many details, such as developing and disseminating flyers, managing digital communications, organizing the sessions, copying and distributing handouts and home activities, keeping track of flip chart papers from previous sessions, arranging meals, and childcare.
- ▶ Ability to guide families in developing a plan to implement strategies and interventions at home and in the community.
- ▶ A history of being reliable. Families are counting on the facilitator to hold the session each week, to be responsive to their concerns throughout the week, and to complete the seven sessions.

Can a group be co-led?

Yes, if possible, we recommend that two facilitators conduct the workshop. There are several benefits of co-facilitating a group, including:

- ▶ Lead and share roles. While one facilitator leads the group with content delivery, the other facilitator can be the timekeeper, take care of logistics, record responses on chart paper, and assist participants.
- ▶ Increases the likelihood that families will develop a connection with at least one facilitator.
- ▶ Provides coverage in case one facilitator has an unexpected circumstance and is unable to attend a scheduled event.

Can family members be facilitators?

Absolutely! However, we recommend that the family member has previously participated in the Positive Solutions for Families group and clearly understands the content and how the sessions are organized and facilitated.

Recruiting Participants

Successful recruiting of family member participants for groups includes:

- ▶ **Personal contacts.** Reaching out and making personal contact with a parent or family member you believe would benefit from the group is essential. Your contact can be through a phone call, email, text, or preferably in person, such as when the family member is dropping off or picking up a child from the program. What you say depends on the depth, history, and nature of your relationship. Suppose you had previous conversations about the child's behavior or the family member's approaches to handling the behavior. In that case, you can be explicit about why you believe the group would be beneficial for the family member and the child. Regardless, making personal contact with the family member enhances the likelihood that they will show up for the first group.
- ▶ **Flyers/Announcements.** Developing and conspicuously posting flyers, as well as sending announcements about the workshop series home with children is another effective recruiting strategy. Be sure that all written material is translated into the languages used by your parents. Flyers should include a statement addressing what parents will take away from the workshop series; when and where the meetings will be held; and what is provided (e.g., transportation, meals, child care, any incentives for completing the group).
- ▶ **Reminders.** After personal contacts and flyers have been delivered to families, it often takes reminders to get family members to commit to a group. These reminders can be made in person, over the phone, through text, email, or in writing. It is most effective to use multiple communication methods when reminding family members.
- ▶ **Incentives.** Some family members might need extra motivation to make a seven-week commitment in the context of their busy lives. Therefore, it is often helpful to provide incentives for attending the workshop series. Incentives can be gift certificates for grocery stores, gasoline gift cards, children's books, memberships or admission to family events (e.g., zoo, aquarium, museum, etc.), raffle tickets for a large item to be given away on the last day of the workshop (e.g., dinner for two to a local restaurant or a childcare gift certificate), or anything else that you can think of and deliver.
- ▶ **Address barriers or concerns.** As personal contacts and reminders are made, try to gain an understanding of the barriers or concerns a family has about starting and completing the group. These may be regarding transportation, childcare, time, lack of support from significant other, homelessness, stress/mental health, or perceived relevance. If these are brought up, have a plan to address each one with the parent or family member. Below are some suggestions:
 - **Make it relevant.** Explain to the parent/family member that the goal of the group is to help them reach a personal goal they have for their child and family. Describe how the process is very collaborative and interactive and is based upon their own experiences as a parent (or primary caregiver). Let them know that you know of another parent who is thinking about joining who has a similar situation to their own (e.g., single parent, homeless, three children, etc.).
 - **Childcare.** Providing quality childcare is essential to the recruitment and retention of parents. Childcare availability also increases the likelihood that all caregivers can attend the group—allowing for more support and consistency. Remind families who will use childcare to show up 15-20 minutes before the meetings start. This will allow the child to get acquainted with the childcare provider and the separation of the family member.
 - **Transportation.** It is obvious that parents will not come if they cannot get to the group; thus, providing transportation is another essential concern that needs to be addressed for a parent to participate. Consider gaining permission to use the center's van or bus to pick up adults and children who need a ride, arrange a carpool among families, obtain bus tokens, train voucher or car fare, or hold the group very near parents' homes so that they can walk. A group can be held at the community library, community center of a housing development, or local school, as well as at the program's center.
 - **Convenient time.** While recruiting families for the group, determine the best time for them to meet. Evening or weekend sessions might work best for some communities. If the workshop series will be offered multiple times, consider offering it at different times. For instance, if you offered it on a weekday evening in the Fall, offer it on a weekend morning in the Spring.

- **Foster relationships among parents.** Some families may want to change their parenting behavior but feel unsupported by others in their lives (extended family, significant other). In this instance, the best strategy is to try and recruit the other care provider into the group. However, if this is unsuccessful, encourage the parent to come alone and work diligently to build a support network for them with the other family member(s). In addition, if time is taken to build relationships with family members in the groups, other parents/family members will want to participate in future groups. Word of mouth is a great recruitment tool!

Overview of the Group Structure and Process

The Positive Solutions for Families series includes information sharing and activity-based learning opportunities. Participants are asked to take part in role-plays, provide each other with feedback, and to try weekly “Apply It and Try It” activities.

Agenda

Each session script contains recommended agenda with a suggested timeframe for each discussion and activity to be completed within 2 hours. The time it takes to move through the agenda will also depend on how many questions families ask and ability to move through the content while maintaining supportive and responsive interactions with the participants.

Objectives

Each session has a set of objectives that are intended as the learner outcomes.

Materials Needed

A list of materials required for each session is provided.

Additional Considerations

Consider the need for translation or an interpreter if a family attends who speaks another language other than English. The Positive Solutions for Families series materials are available in English and Spanish.

Facilitator Script

A detailed facilitator script is provided for each of the seven sessions. The script begins with the welcome and then proceeds through each agenda item in detail. There are helpful icons along the way to alert you to different types of activities:



Chart Paper



Role Play



Group Activity



Discussion



Family
Handbook



Apply It
and Try It

PowerPoint Slides and Video Vignettes

PowerPoints are provided for each session. You may choose to use the PowerPoint presentation for the sessions or use the PowerPoint as a handout only. The most important thing to remember is that you are a “facilitator” of the group, not a “trainer” training a new group of educators. These are not meant to be training sessions as much as facilitated sessions where parents participate in group learning, sharing of experiences, and activities.

Activities Used in Sessions

Facilitated group discussion

The sessions offer parents and family members an opportunity to learn through facilitated group discussion. The facilitator's task is to guide the discussion so that all participants can explore the issues and come to an understanding of the positive parenting practices being promoted. Here are some general tips for facilitating discussions:

- ▶ **Seating.** To facilitate a collaborative group process, it is helpful to have parents sit in a circle or in clusters (2 chairs per 6-8 feet distance) versus vertical and horizontal rows. The facilitator(s) should be sitting (versus standing) alongside and not apart from the parents. Be sure that everyone can see the flipchart easel and paper and PowerPoint presentation, as these are used frequently.
- ▶ **Encourage participation.** Communicate your respect and appreciation for each contribution made to the discussion. Periodically, check to make sure that everyone has had a chance to offer ideas. Be aware of the nonverbal signals a parent makes that might indicate they have something to offer, then encourage them to share their ideas with the group. Allow time for the families to listen, reflect and offer one another support or even work together during session activities. Be aware of one person habitually dominating the conversation and use strategies to encourage others to contribute. Simply reviewing the ground rules can help limit this behavior. Also, sitting next to the person inclined to talk a lot, you may respectfully signal for them to give someone else a chance to talk.
- ▶ **Keep focused.** Keep the participants focused on the topic and issue at hand. A simple strategy would be to write the topic on the flip chart as a reminder.
- ▶ **Use questions.** Remember this is a collaborative process and the discussions are key. Rather than providing information in the form of proclamations, ask probing, open-ended questions that inspire participants to discover the answers for themselves. The scripts offer example questions to ask the group to prompt engagement and discussion. Try raising your own hand as you ask the question, this may prompt a participant to share.

Brainstorming

The purpose of brainstorming is to let each participant freely flow ideas related to the topic. Discourage premature evaluations or comments on the items listed. Session scripts include directions on when to record brainstorming ideas.

Role plays

Role plays, which include scripted lines and assigned parts, are used in some of the session material. Typically, they provide non-examples and positive examples for participants to react to. One participant acts as the child, and another participant acts as the parent. Possible discussion questions are provided to prompt the participants to discover the positive parenting practices. Family members will naturally be hesitant to participate in these in the beginning, so it is suggested that the facilitators begin to role-play and allow the parents to make comments. This may need to be done a few times before a parent can be recruited to act. Be sure the mood is light and friendly during role-plays. If participants are still very hesitant, break into smaller groups, or dyads.

Home activities

Each session has accompanying "Apply it and Try it" activities that ask participants to track their experiences with a new parenting skill. Home activities are not required, but when family members do make the time and effort to complete them, they should be acknowledged and reinforced.

Evaluations

At the end of the Positive Solutions for Families series, provide participants with an opportunity to react to the program, and explain how you can improve it with modifications and adaptations. You might also consider a short evaluation after each session so that you have feedback for making any needed adjustments.

Family Handbook and Resource Materials

A Family Handbook should be printed and provided to each participant. The handbook provides activity pages that participants will use during activities in the sessions. These pages will help families plan and create ideas for home implementation of the strategies. The pages are organized by session and activity number.

The Resource Materials are materials that families will use at home with their child. These materials should be printed separately. They are organized by the session number in which the facilitator will describe the materials and how they can be used by the family. The Resource Materials are provided as a list on the last page of your Facilitator's Guide and the Family Handbook.

Printing and organizing

- ▶ **Family Handbook.** Print copies of the Family Handbook in black and white. Each participant will need a copy. The complete handbook should be provided in the initial session. You can put this in a notebook or have the handbook spiral bound by your printer.
- ▶ **Resource Materials.** Download the resources from the Resource Materials list that is the final page of the Facilitator's Guide. All of the materials are linked to ChallengingBehavior.org. Make copies of the resources that are needed for each session. These materials should be printed in color as families will use them with their children. Some of the resources, such as scripted stories, might need additional assembly or binding.
- ▶ **Resource Materials Distribution.** You can share the Resource Materials with families all at once during the first session or pass the resources out as specified during each individual session. If you provide them all at once, you will want to organize them in a packet, pocket folder, or place them in a notebook. We recommend providing the resources as they are discussed in each session and providing the family with a portfolio folder where they can be stored.
- ▶ **Check with the program.** Check with the program before printing the Resource Materials. It is possible that some of these resources were already provided to families, and you will not need to provide them to every family in the training session. For example, if the program has provided all families a copy of the scripted story, *We Can Be Problem Solvers at Home*, you might bring a couple of extra scripted stories to the session for families that might need it, rather than print a copy for each family.
- ▶ **Use labels.** We have provided a logo that you can print on labels for any notebooks or folders you use in the Positive Solutions sessions.

Role Play Materials

Sample Role Play Cards

SCENE 1: Mom is doing the dishes, and her child is putting the toys away.

Mom: Does not look at her child and says, *"I like how you are cleaning up your toys."*

Child: Doesn't look up or seem to hear.

SCENE 2: Grandparent is watching TV, and grandchildren are playing together nicely.

Grandparent: Stops watching TV and looks at the children and says, *"Good job!"*

Children: Look confused and continue playing.

SCENE 3: Dad and child are doing dishes together.

Dad: Looks at his child and says, *"Thanks for doing such a good job with the dishes and not rushing through like you usually do."*

Child: Smiles at first, but then looks down.

SCENE 4: Mom and child are playing together with blocks.

Mom: *"You are so good at building fences for the cows and horses!"*

Child: Smiles and hands their mother a horse

Mom: (with enthusiasm) *"Wow! Thank you for sharing your horse with me. I like playing with you."*

Child: Smiles and makes an animal noise in a quiet voice

Mom: *"Thank you for using a quiet voice while your sister takes a nap."*
She hugs her child.

SCENE 5: Mom gets home from work. Dad and daughter are setting the table for dinner.

Dad to Mom: *"Ally is such a good helper! She set half of the table all by herself and was playing nicely with Madison, so I could finish cooking dinner."*

Ally: Smiles a big smile.

Mom: Gives Ally a hug and says, *"I am so proud of you! I bet you are proud of yourself for setting the table and helping Dad."*

Session 2

Role Play 1

Kenny is sitting at the kitchen table with blocks and toy wild animals. His mother is making dinner in the kitchen.

- Kenny:** Picks up a snake and says, "ROAR!"
- Mother:** "That is a snake, not a lion. What does a snake say?"
- Kenny:** "My snake roars. See, ROAR."
- Mother:** "No, that isn't right. A snake says hisssssss not roar. A lion roars. Here is a lion for you to play with." She walks over to the table, picks up a lion and places it in Kenny's hand taking his snake.
- Kenny:** Makes the lion walk and says, "roar." This time with less enthusiasm.
- Mother:** "That's right. You got it. Do you know what a lion's baby is called?"
- Kenny:** "Baby?"
- Mother:** "No, they are called cubs. Lion cubs. How many lions do you have?"
- Kenny:** He has four. He counts, "1, 2, 3."
- Mother:** "No, you missed one; let's count them again." She takes Kenny's hand and touches each lion with it, "1, 2, 3, 4. How many lions are there?"
- Kenny:** "Four. Mommy, you be the lion's daddy." Kenny hands her a large tiger.
- Mother:** "No, I have to cook dinner. And that is a tiger, not the lion's daddy. What color is the tiger?" Mother walks back to the stove. She asks again, "What color is the tiger?"
- Kenny:** Keeps playing and does not answer. He turns away from his mother and keeps playing on his own.
- Mother:** "What color is it?"
- Kenny:** "Black and yellow."
- Mother:** "No, Kenny, it is ORANGE and black. See." She walks back over the table and holds up the tiger to Kenny.
- Kenny:** Puts down the toys he was playing with and begins kicking the chairs and throwing toys.
- Mother:** "All right young man, you are done playing!"

Role Play 2

**Kenny is sitting at the kitchen table with blocks and wild animals.
His mother is making dinner in the kitchen.**

Kenny: Picks up a lion and makes it walk on the blocks.

Mother: "Oh, you have lion. That is a big lion. It is a daddy lion because it has a mane."

Kenny: Picks up the lion to look at it. "A mane." He points to the lion's mane. "That makes the lion go fast."

Mother: "Oh, that lion is moving really fast. He is running. I wonder why he is moving so fast?"

Kenny: "He is trying to get to his friend's house." Kenny moves the lion next to the polar bear.

Mother: "Oh, is the polar bear the lion's friend?"

Kenny: "Yes. The snake is his friend too. Remember the snake that roars? ROAR!"

Mother: "Yes, I do remember the snake that roars. How about if the snake helps me finish cooking dinner? I could use a helper that roars."

Kenny: Gets up from the table and walks towards the kitchen. "His friend the lion taught him how to roar."

Mother: "Wow! He must be a pretty special friend for the lion to teach him how to roar. I bet you and roaring snake can help me stir the food. Grab that wooden spoon and we can stir together."

Kenny: Kenny begins stirring the food with his mother. "He teaches all his friends how to roar. He taught me how to roar too – listen – ROAR! Do you want him to teach you how to roar?"

Mother: "Oh yes, I would love to learn how to roar!"

Facilitator Resources Links

Session 3:

1. Sample Rules Poster
https://challengingbehavior.cbcs.usf.edu/docs/Rules_poster_home_sample.pdf
2. I Can Follow the Family Rules Sample Scripted Story for Home
https://challengingbehavior.cbcs.usf.edu/docs/Scripted-Story_Rules_Home_Sample.pdf

Session 4:

3. Clean Up My Toys Sample Scripted Story for Home
https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_CleanUp.pdf
4. I Brush My Teeth Sample Scripted Story for Home
https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth.pdf

Family Materials Links

Session 1:

1. Providing Positive Feedback and Encouragement
https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback-encouragement_tipsheet.pdf

Session 3:

2. Time-Out Tips
https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Timeout_Tipsheet.pdf
3. Teaching Rules at Home
https://challengingbehavior.cbcs.usf.edu/docs/Rules_Tipsheet_Home.pdf
4. Making a Scripted Story
https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStories_Home.pdf

Session 4:

5. Family Routine Guide
https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf
6. Helping Children Transition Between Activities
<https://challengingbehavior.cbcs.usf.edu/docs/Helping-Children-Transition.pdf>
7. I Brush My Teeth Example
https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_BrushTeeth_Tips.pdf
8. Clean Up Story Example
https://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory_CleanUp_Tips.pdf
9. Visual Supports for Routines, Schedules, and Transitions
https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf

Session 5:

10. Backpack Connection: How to Help Your Child Learn to Share
https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_share.pdf
11. Backpack Connection: How to Teach Your Child to Appropriately Get Your Attention
https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_attention.pdf
12. Feeling Face Cards
https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf
13. Feeling Wheel
https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel_EN-Blank.pdf
14. This is How I Feel Today board (Feeling Check-In)
https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf
15. Tucker Turtle Takes Time to Tuck and Think at Home scripted story
https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf
16. Self-Regulation Skills: Breathing Strategies
<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>
17. Taking a Break: Using a Calm Down Area at Home
https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf
18. Problem Solving Steps Poster
https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf
19. We Can Be Problem Solvers at Home scripted story
https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf
20. Solution Kit: Home Edition
https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf

Session 6:

21. Reinforcer Inventory
<https://challengingbehavior.cbcs.usf.edu/docs/Reinforcer-Inventory.pdf>
22. Family Routine Guide
https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf