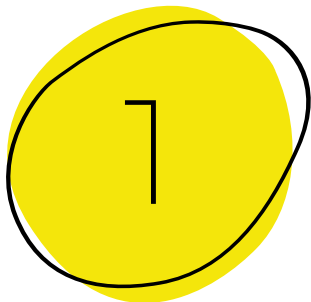




Transforming Behavior Coaching Week



Map YOUR Child's Profile & Needs

By the end of this session, you'll have a map of your child's specific strengths and weaknesses. Finally, you'll be able to effectively address challenges using YOUR child's profile to guide you. No more trying to figure out how to implement what you learn to get results with your child.

YOUR CHILD'S PROFILE

The scan

Date

Your Name/Initials:

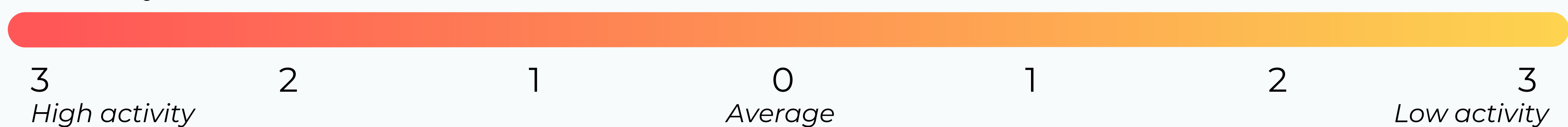
Age

Other Person's Name/Initials:

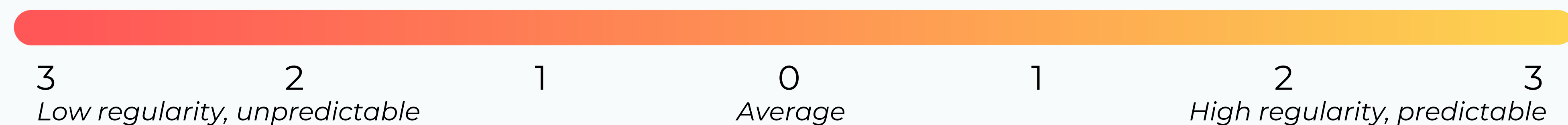
Age

Please put initials for each person next to the most appropriate number.

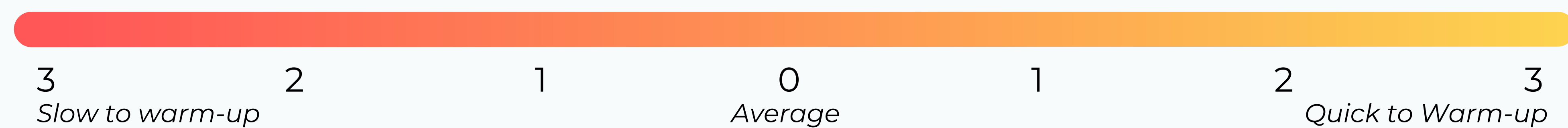
Motor Activity Level



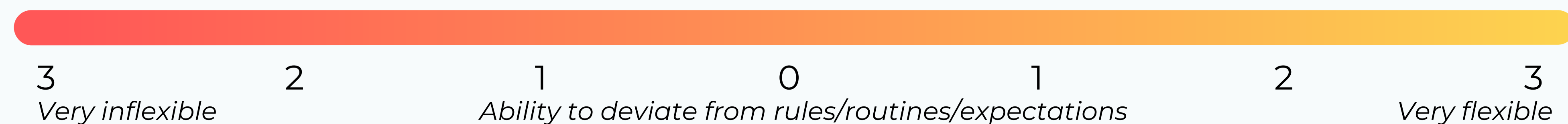
Regularity



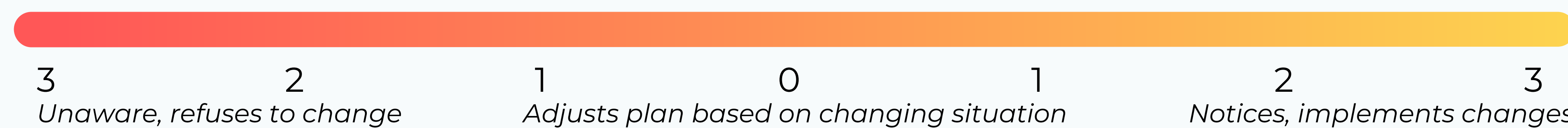
Initial Reaction



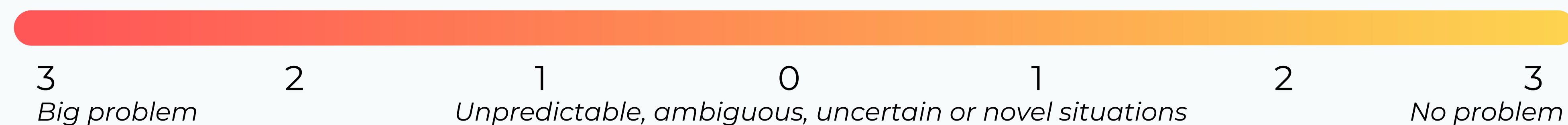
Adaptability



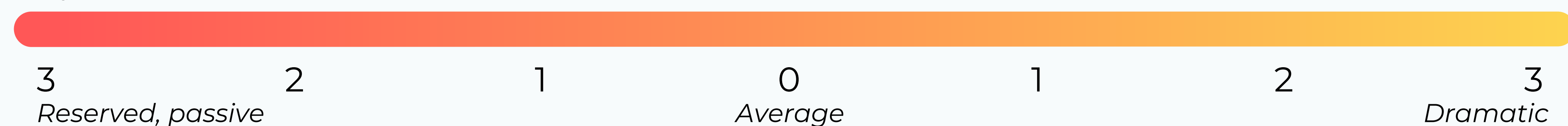
Situational Awareness and Shift



Ability to Tolerate Ambiguity

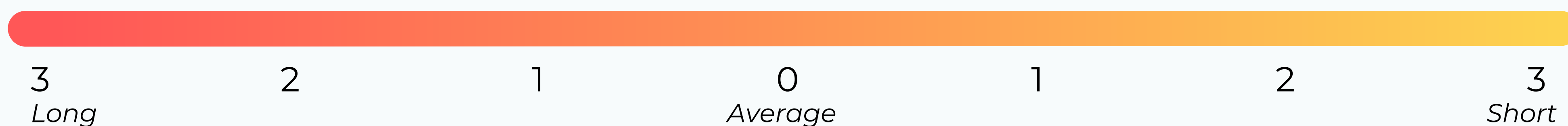


Intensity of Reaction

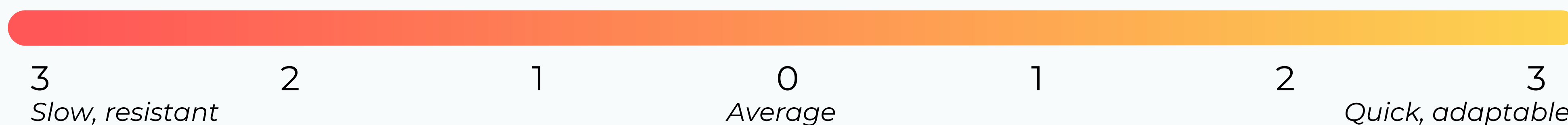


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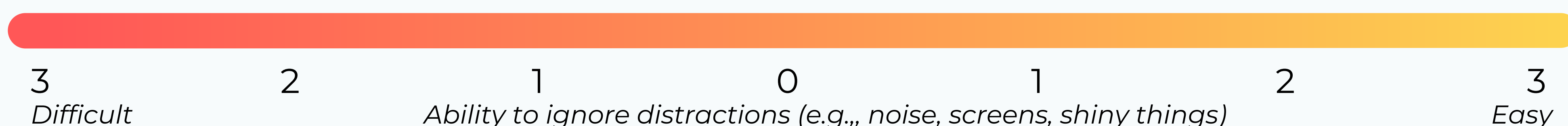
Attention Span



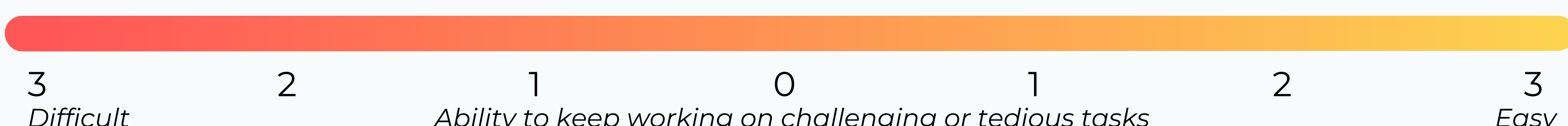
Ability to Shift Attention



Inhibition

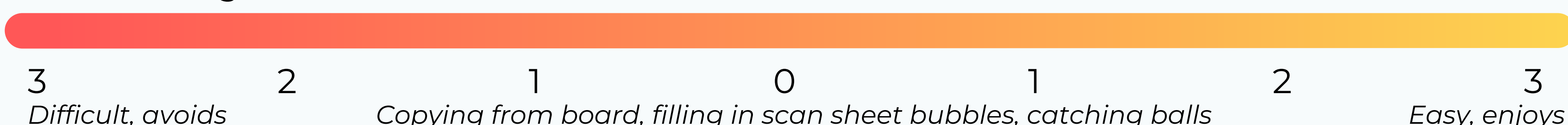


Persistence

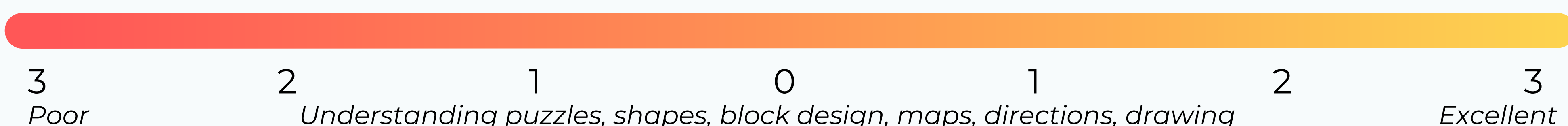


VISUAL SKILLS

Visual-Motor Integration



Spatial Relations

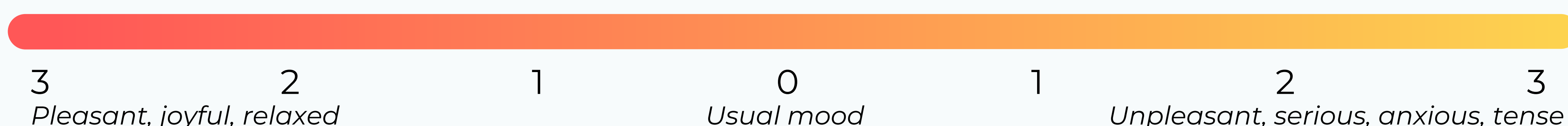


MOOD

Mood Stability

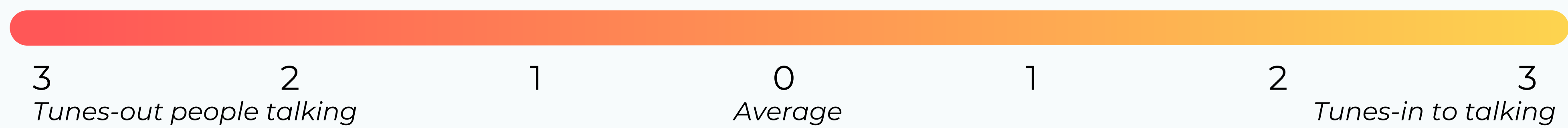


Usual Mood

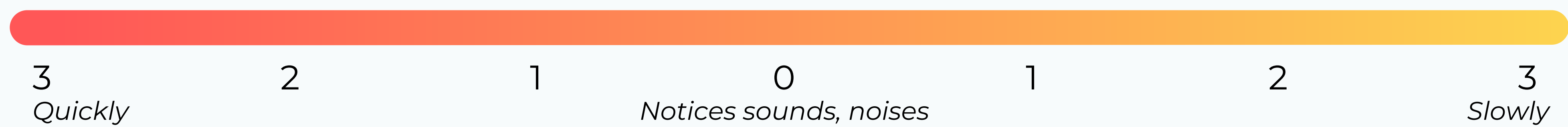


SENSORY

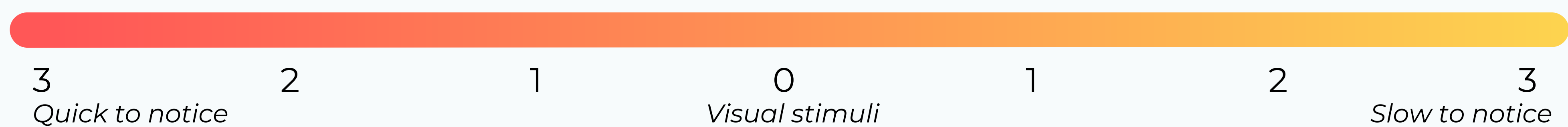
Hearing Speech



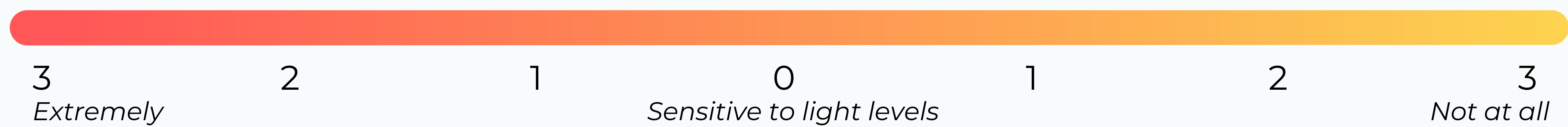
Hearing Noise



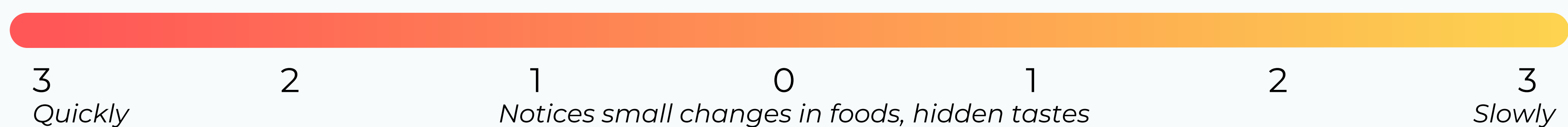
Vision



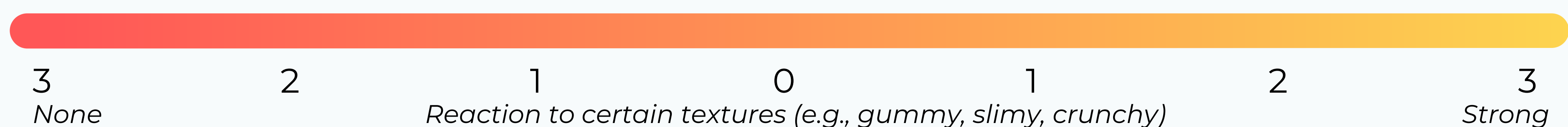
Light Sensitivity



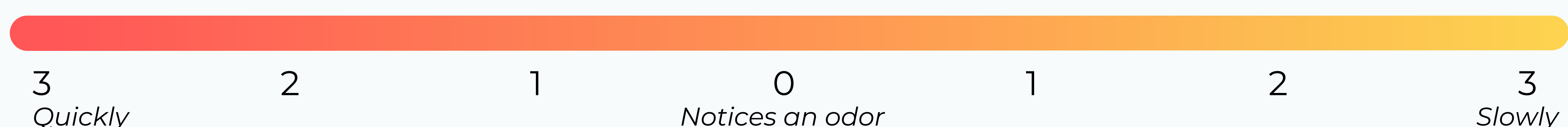
Taste



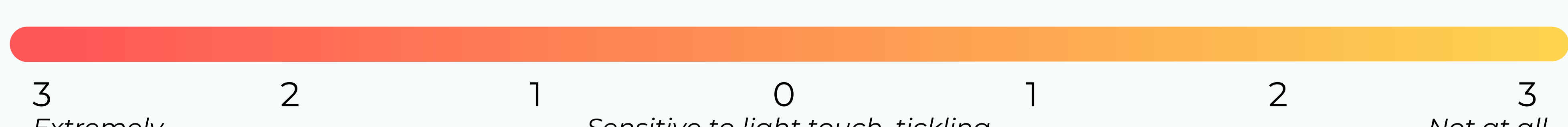
Texture



Smell



Light Touch

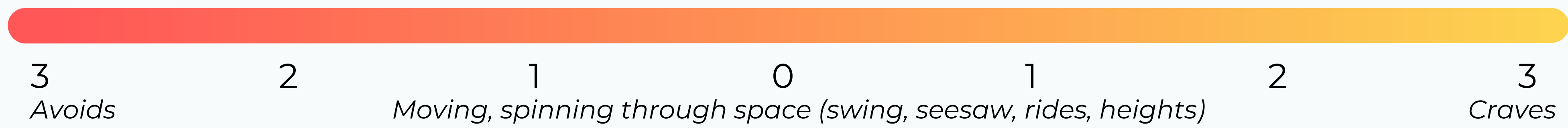


Deep Touch



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Movement (vestibular)

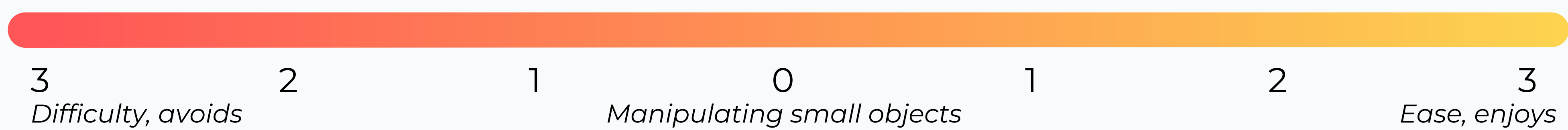


Internal Bodily Sensations

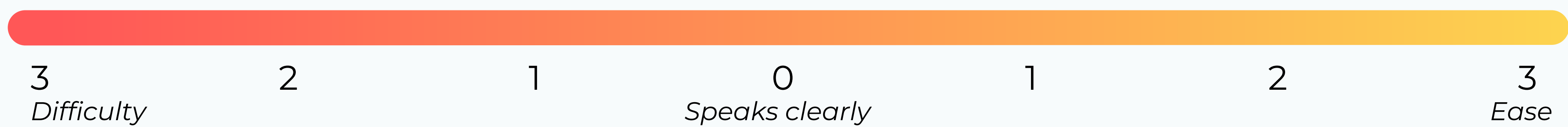


MOTOR SKILLS

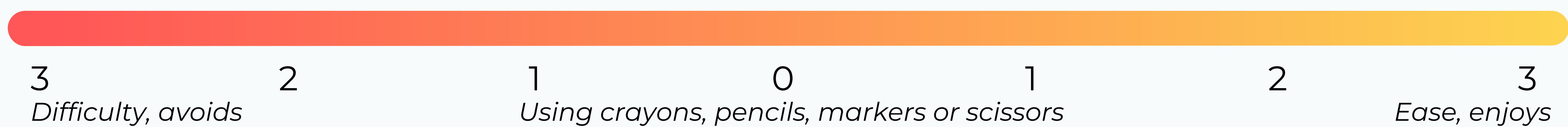
Fine Motor



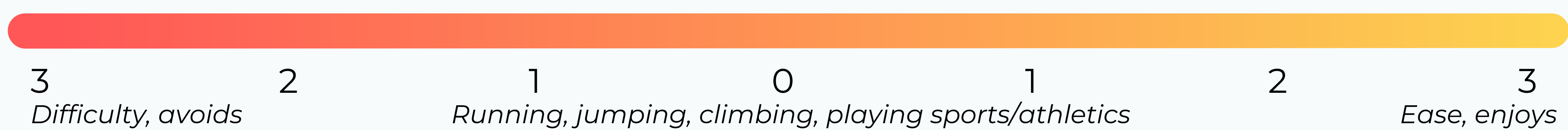
Speech (articulation)



Writing Mechanics

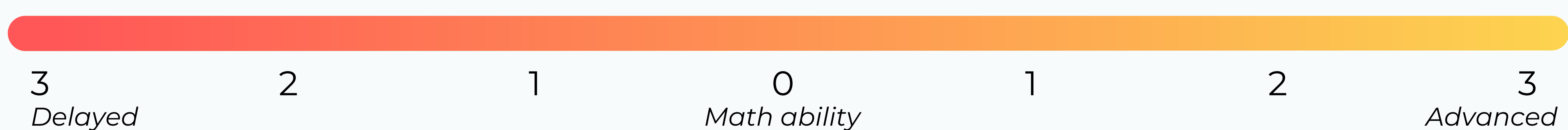


Gross Motor



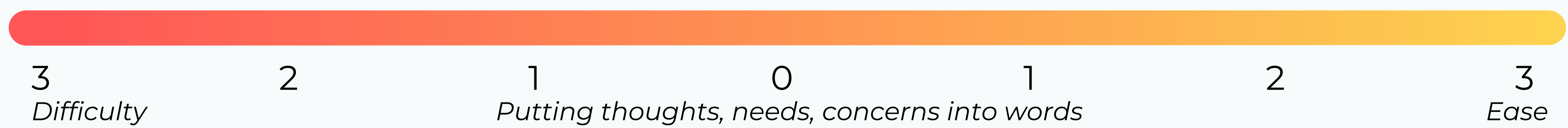
MATH SKILLS

Math

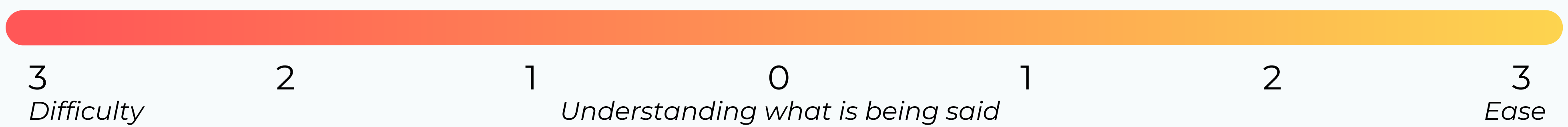


AUDITORY LANGUAGE SKILLS

Spoken Language Expression



Understanding Speech

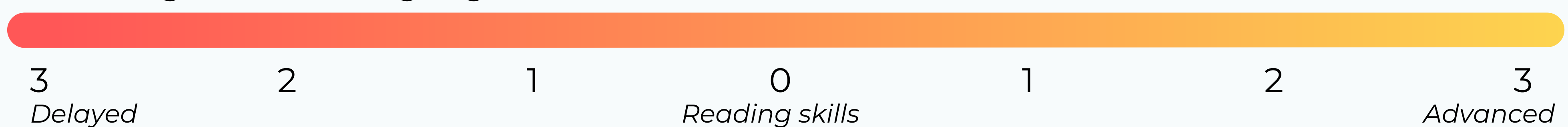


WRITTEN LANGUAGE SKILLS

Written Expression

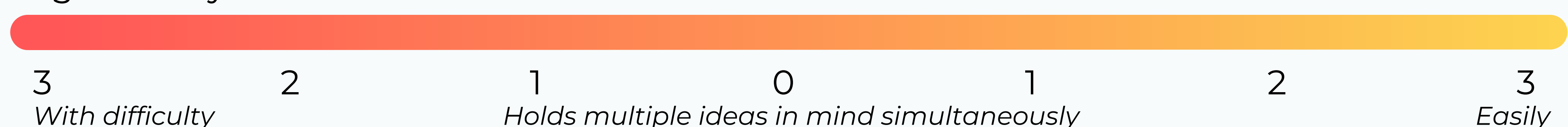


Understanding Written Language



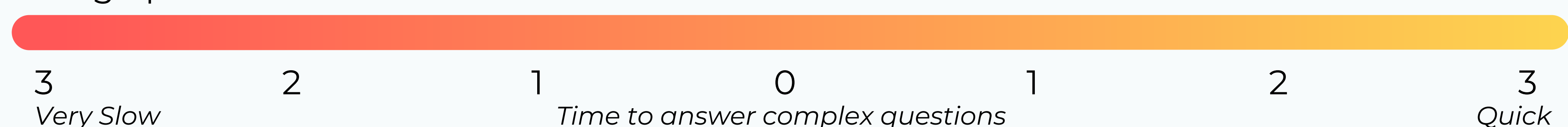
MEMORY

Working Memory



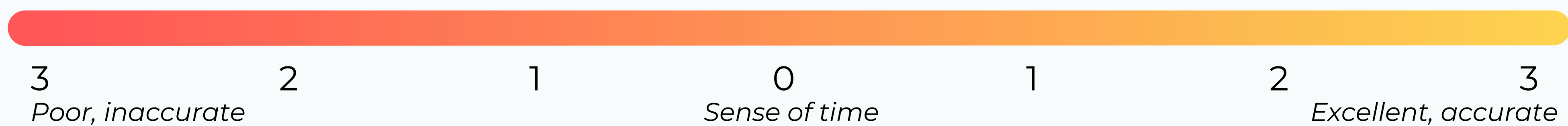
PROCESSING SPEED

Processing Speed

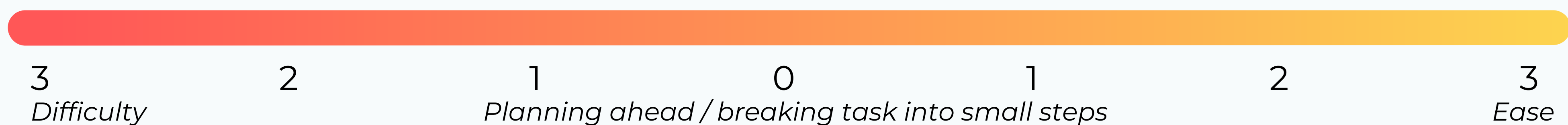


EXECUTIVE FUNCTIONING

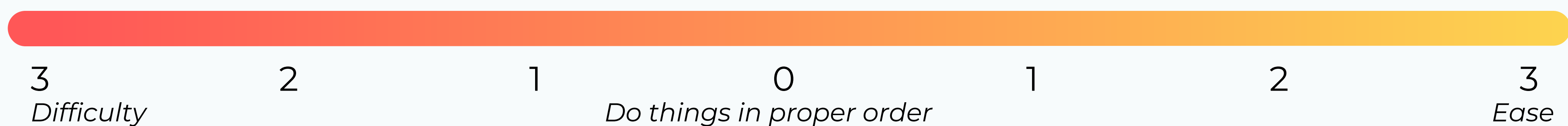
Time Awareness



Planning



Sequencing



Prioritizing



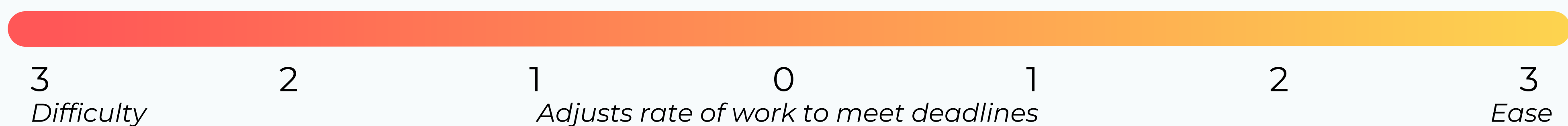
Organization



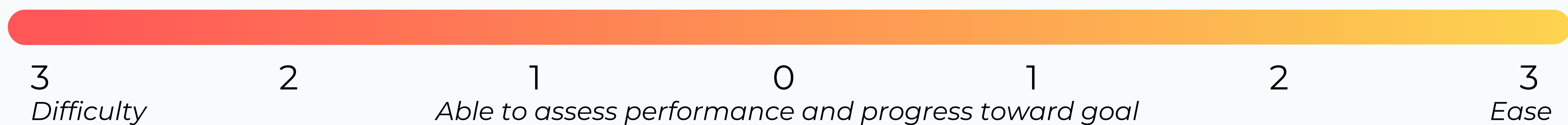
Initiate



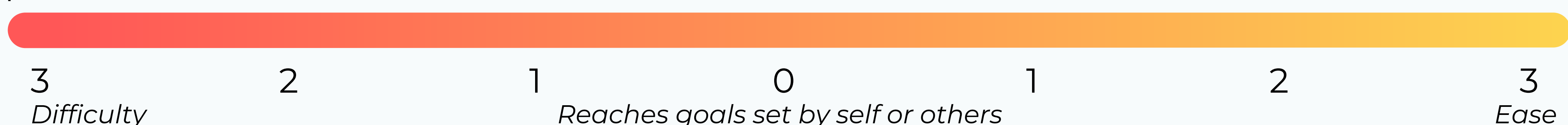
Pacing



Self-monitoring



Completion

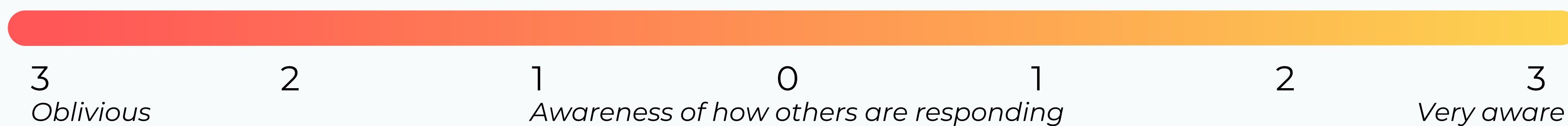


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RELATIONS WITH PEOPLE

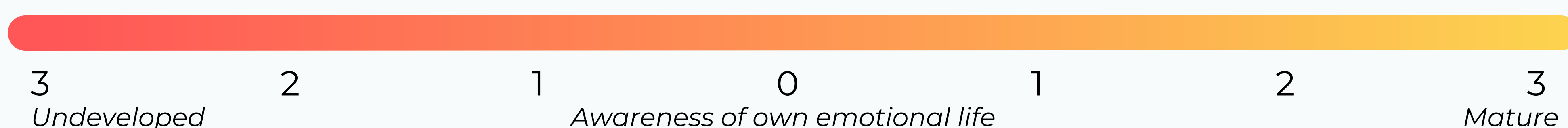
Awareness of Social Impact



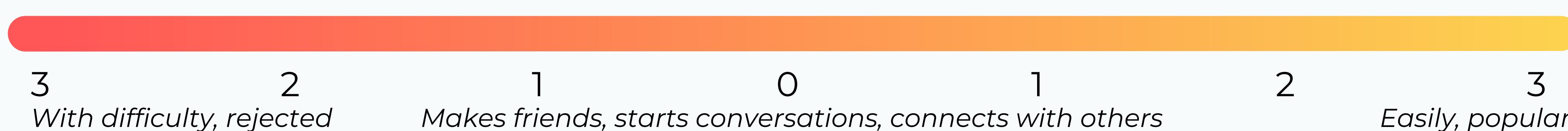
Awareness of Others



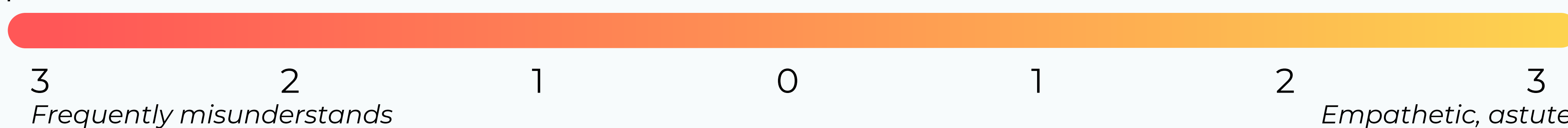
Self-Awareness



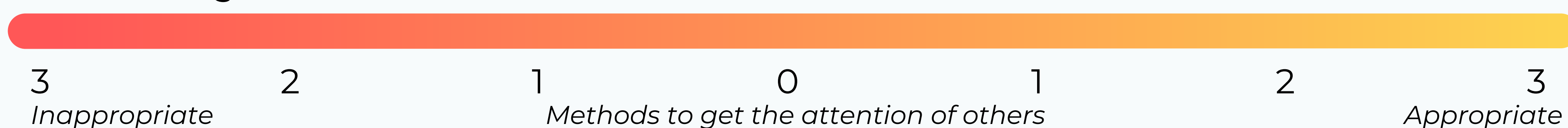
Social Skills



Interpretation of Motives of Others

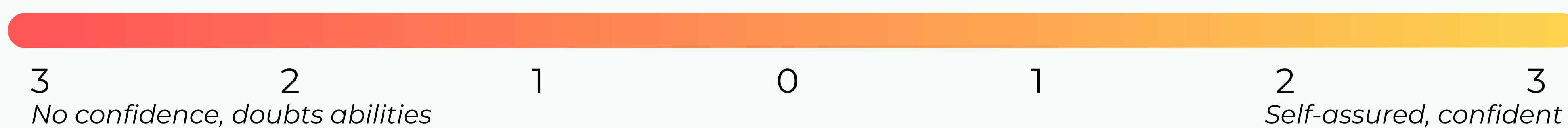


Attention Seeking

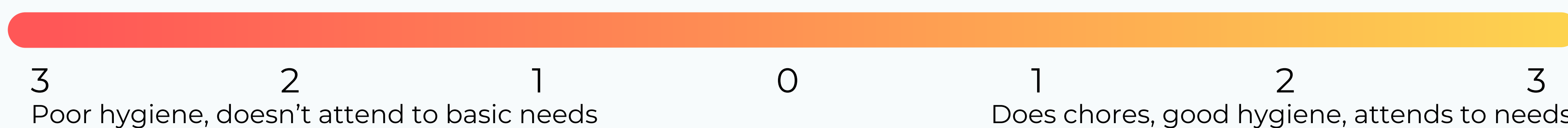


FEELINGS ABOUT SELF

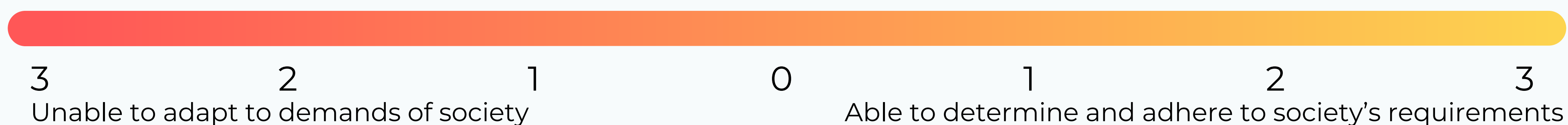
Self-Esteem



Self-Care

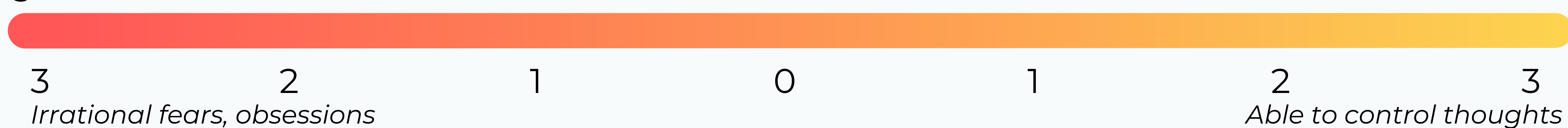


Self-Regulation

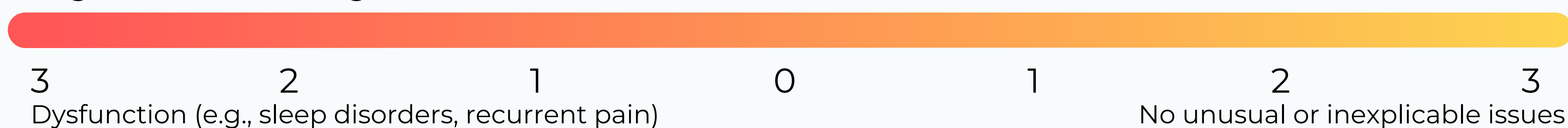


GENERAL CONTENTMENT (ALSO SEE MOOD SECTION)

Thoughts

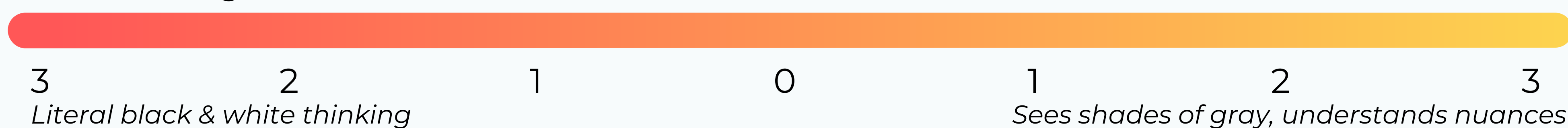


Physiological Functioning

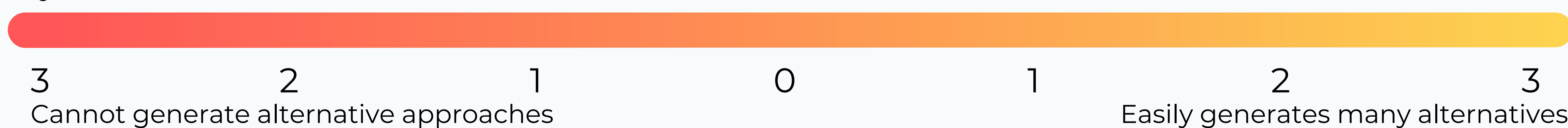


ADAPTIVE OR COPING STYLE

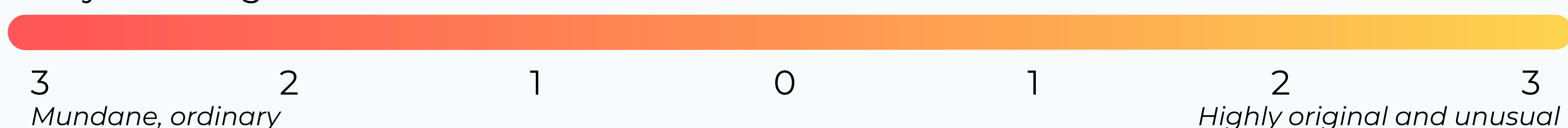
Concrete Thinking



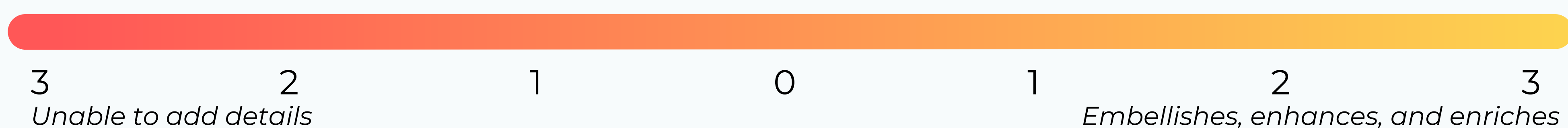
Fluency



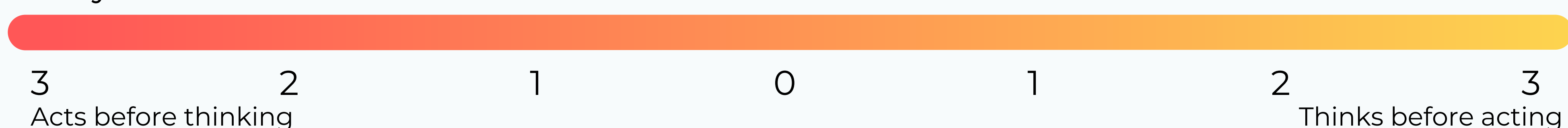
Originality of Thoughts



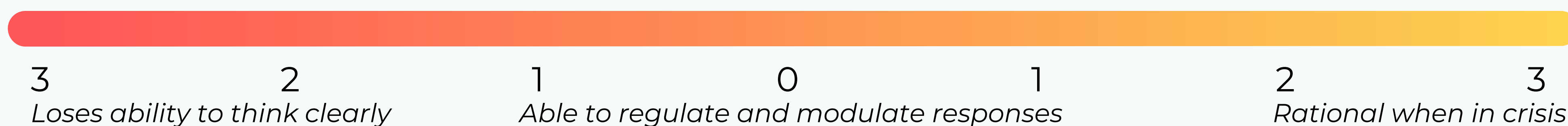
Elaboration of Basic Idea



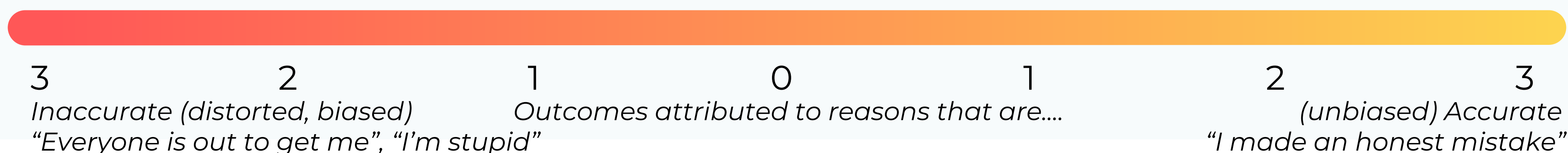
Impulsivity



Response to Frustration



Cognitive Bias



OTHER FAMILY, ENVIRONMENTAL, OR LIFE STRESSES (EXPERIENCED BY CHILD)

Circle best answer according to current impact:
0= no problem; 1=little; 2=medium; 3=big problem

FAMILY STRESSES

- | | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | Death of parent |
| 0 | 1 | 2 | 3 | Death of other family member |
| 0 | 1 | 2 | 3 | Death of pet |
| 0 | 1 | 2 | 3 | Substance abusing parent(s) |
| 0 | 1 | 2 | 3 | Physical or sexual abuse of family member |
| 0 | 1 | 2 | 3 | Mental or behavioral disorder of parent or sibling |
| 0 | 1 | 2 | 3 | Physical illness of parent or sibling |
| 0 | 1 | 2 | 3 | Addition of a sibling |
| 0 | 1 | 2 | 3 | Physical separation from primary caregiver |
| 0 | 1 | 2 | 3 | Marital discord |
| 0 | 1 | 2 | 3 | Separation/ divorce |
| 0 | 1 | 2 | 3 | Parent dating |
| 0 | 1 | 2 | 3 | Re-marriage |
| 0 | 1 | 2 | 3 | Blended family |
| 0 | 1 | 2 | 3 | Domestic violence |
| 0 | 1 | 2 | 3 | Change in primary caregiver |
| 0 | 1 | 2 | 3 | Primary caregiver does not speak language of the community |
| 0 | 1 | 2 | 3 | Parent or family member with crime problem |
| 0 | 1 | 2 | 3 | Parent underemployed |
| 0 | 1 | 2 | 3 | Parent working long hours outside the home |
| 0 | 1 | 2 | 3 | Lack of support from extended family |
| 0 | 1 | 2 | 3 | Taboo subjects (e.g., money, certain behaviors, family relationships) |
| 0 | 1 | 2 | 3 | Illiteracy of parent |

CHILD'S PERSONAL STRESSES

- 0 1 2 3 Physical or sexual abuse
 0 1 2 3 Neglect
 0 1 2 3 Physical changes (e.g., weight loss or gain, acne, puberty, etc.)
 0 1 2 3 Foster care / institutional care
 0 1 2 3 Adoption
 0 1 2 3 Witness to violence
 0 1 2 3 Chronic, long term, or undiagnosed illness
 0 1 2 3 Disability (diagnosed or undiagnosed) (list: _____)
 0 1 2 3 Unusual interests and/or different ways of thinking
 0 1 2 3 Performance anxiety (sports, music, pleasing parents, etc.)
 0 1 2 3 Not enough free time

PEER RELATIONSHIP STRESSES

- 0 1 2 3 Discord with peers (e.g., bullying, exclusion, etc.)
 0 1 2 3 No peers with shared interests
 0 1 2 3 Loss of a good friend
 0 1 2 3 Social media stress
 0 1 2 3 Worry about friends who are struggling

COMMUNITY STRESSES

- 0 1 2 3 Adjustment to a new and different culture
 0 1 2 3 Social discrimination or isolation of family from community
 0 1 2 3 Religious or spiritual problem

EDUCATIONAL STRESSES

- 0 1 2 3 Inadequate school facilities
 0 1 2 3 New school and/or new teacher (circle)
 0 1 2 3 Does not get along with teacher(s)
 0 1 2 3 Does not get along with classmates
 0 1 2 3 Unexpected change to teacher or classroom (circle)
 0 1 2 3 Poor academic performance (Which class(es)? _____)
 0 1 2 3 Too much schoolwork
 0 1 2 3 Too much homework
 0 1 2 3 Undiagnosed/unrecognized/unsupported disability

INADEQUATE RESOURCES

- 0 1 2 3 Food insecurity/lack of adequate nutrition
- 0 1 2 3 Homelessness or uncertain housing
- 0 1 2 3 Financial instability
- 0 1 2 3 Lack of adequate health care

ENVIRONMENTAL STRESSES

- 0 1 2 3 Unsafe neighborhood
- 0 1 2 3 New school
- 0 1 2 3 Long trip (e.g., vacation)
- 0 1 2 3 Big celebration (birthdays, communion, bar/bat mitzvahs, weddings, etc.)
- 0 1 2 3 Unexpected changes (unannounced change in plans, teacher, etc.)
- 0 1 2 3 Uncertainty (not knowing what will happen)
- 0 1 2 3 Dealing with relatives
- 0 1 2 3 Exposure to upsetting news stories
- 0 1 2 3 Natural disaster

PROBLEMS WITH PHYSICAL HEALTH

Hospitalization(s)/ surgery:

Significant medical problems/ illnesses/ serious injuries/ disorders:

Allergies (food, drug, environmental):

Possible Areas of Passion/Loathing

ARTS

Music: _____ type	Hates	Okay	Loves
Visual Arts: _____ type	Hates	Okay	Loves
Graphic Arts: _____ type	Hates	Okay	Loves
Drama: _____ type	Hates	Okay	Loves
Crafts: _____ type	Hates	Okay	Loves
Dance: _____ type	Hates	Okay	Loves
Creative Writing: _____ type	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves

SCIENCE, TECHNOLOGY, MATH

Math Facts: _____ memorizing	Hates	Okay	Loves
Mathematics: _____ area	Hates	Okay	Loves
Science: _____ area	Hates	Okay	Loves
Engineering: _____ area	Hates	Okay	Loves
Computer Science: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves

LIBERAL ARTS

Literature: _____ type	Hates	Okay	Loves
History: _____ area	Hates	Okay	Loves
Languages: _____ which ones?	Hates	Okay	Loves
Social Sciences: _____ area	Hates	Okay	Loves
Philosophy: _____ area	Hates	Okay	Loves
Political Science: _____ area	Hates	Okay	Loves
Religion: _____ which one?	Hates	Okay	Loves
Government: _____ area	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves

OTHER EXTRACURRICULARS

Participating in sports: _____ type	Hates	Okay	Loves
Watching sports: _____ type	Hates	Okay	Loves
Other physical activity: _____ type	Hates	Okay	Loves
Video Games: _____ type	Hates	Okay	Loves
Watching TV: _____ type	Hates	Okay	Loves
Watching movies: _____ type	Hates	Okay	Loves
Computer: _____ type	Hates	Okay	Loves
Listening to music: _____ type	Hates	Okay	Loves

Reading: _____ what?	Hates	Okay	Loves
Cooking: _____ type	Hates	Okay	Loves
Cards: _____ type	Hates	Okay	Loves
Going out with friends: _____ where?	Hates	Okay	Loves
Club: _____ topic	Hates	Okay	Loves
Journalism: _____	Hates	Okay	Loves
Robotics: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves
Other: _____	Hates	Okay	Loves

Hey there,

overwhelmed, exhausted, and frustrated parent.

We'll help you transform into an intentional, calm parent with the clarity to successfully help your child thrive.

Here's how completing the entire Behavior Revolution Program can change your life... You'll learn how to **alleviate the morning frenzy, stop meltdowns before they start, help your child get things done**, and so much more using our Crisis to Clarity Blueprint™.

These are the changes you'll experience in your child:

- Better emotional management and fewer meltdowns
- More listening and flexibility with less arguing and defiance
- Improved self-regulation and greater independence
- Genuine parent-child connection and enjoyable time together
- More peace and calm

TheBehaviorRevolution.com/course

\$50 OFF

7/17-7/20 only.

Coaching Week members only!

