

CHILD MANAGEMENT SKILLS TEST

- Educate individuals with *The DVD Video SOS Help For Parents*
- Measure how much they learn with the *CMST*!
- Download the CMST from <www.sosprograms.com> at no charge

See SOS video clips at www.sosprograms.com



The Child Management Skills Test (CMST) assesses parents' knowledge of 19 Basic Child Management Rules, Errors, Methods, and Skills. Five easily scored objective tests over 43 parent-child scenes shown in the DVD Video SOS Help For Parents comprise the CMST. The CMST Manual, Answer Sheets, and Scoring Keys may be downloaded at no charge from <www.sosprograms.com>.

CMST Manual

CHILD MANAGEMENT SKILLS TEST

FOR EDUCATIONAL, CLINICAL, AND RESEARCH APPLICATIONS

Lynn Clark, Ph.D.

Description Of CMST

Scores on the Child Management Skills Test (CMST) reflect an individual's ability to recognize and identify the correct and incorrect application of methods and skills for managing the behavior of children.

Both the book *SOS Help For Parents* and Part One of *The Video SOS Help For Parents* teach more than 20 Child Management Rules, Errors, Methods, and Skills. Part Two of the *SOS Video* provides video-discussion exercises which ask the individual to identify the Rules, Errors, Methods, and Skills which are shown in 43 parent-child vignettes or scenes. The *Video Leader's Guide* provides the educator or counselor with discussion questions, answers, and an analysis of each of the 43 scenes. Viewing and discussing the 43 scenes provide individuals with extensive practice in recognizing the Child Management Rules, Errors, Methods, and Skills taught in the *SOS Video* and *SOS Book*.

Using the CMST, individuals also can be tested over some or all of the 43 parent-child scenes. The complete CMST consists of five objective tests over basic Child Management Rules, Errors, Methods, and Skills. One or all five CMST tests may be administered and scored.

The CMST is a criterion-referenced test. The objective of the test is to determine where examinees stand with respect to their ability to recognize and identify the correct and incorrect application of methods and skills for managing the behavior of children. Test scores show how much the participant has learned. [The complete CMST Manual, Answer Sheets, and Scoring Keys may be downloaded from <www.sosprograms.com>.](#)

Content Of CMST

The SOS Parenting Program teaches principles of learning and reinforcement, social learning, reflective listening, and Humanistic-Adlerian psychology used for helping children ages 2 through 12.

There are over 20 Child Management Rules, Errors, Methods, Skills, and principles of behavior taught and demonstrated in the *SOS Video* and *SOS Book*. The CMST assesses the individual's ability to recognize 19 of these principles of behavior. These 19 basic Child Management Rules, Errors, Methods, Skills, and principles of behavior are:

- Rule 1 Reward good behavior (Positive reinforcement of appropriate behavior)
- Rule 2 Don't "accidentally" reward bad behavior (Extinction of inappropriate behavior)
- Rule 3 Correct/punish some bad behavior (Mild correction or punishment of some inappropriate behavior)
- Error 1 Parents fail to reward good behavior (Fail to reinforce appropriate behavior)
- Error 2 Parents "accidentally" correct/punish good behavior (Accidentally correct or punish appropriate behavior)
- Error 3 Parents "accidentally" reward bad behavior (Accidentally reinforce inappropriate behavior)
- Error 4 Parents fail to correct/punish some bad behavior (Fail to mildly correct or punish some inappropriate behavior)
- Social Rewards
- Activity or Privilege Rewards
- Material Rewards
- Good Effective Instructions
- Bad Ineffective Instructions
- Grandma's Rule (i. e., Premack Principle)
- Active Ignoring, correctly used
- Time-Out
- Scolding & Disapproval
- Logical Consequences
- Natural Consequences
- Behavior Penalty (i. e., Response Cost)

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- Error 1 Parents fail to reward good behavior (Fail to reinforce appropriate behavior)
- Error 2 Parents "accidentally" correct/punish good behavior (Accidentally correct or punish appropriate behavior)
- Error 3 Parents "accidentally" reward bad behavior (Accidentally reinforce inappropriate behavior)
- Error 4 Parents fail to correct/punish some bad behavior (Fail to mildly correct or punish some inappropriate behavior)
- Social Rewards
- Activity or Privilege Rewards
- Material Rewards
- Good Effective Instructions
- Bad Ineffective Instructions
- Grandma's Rule (i. e., Premack Principle)
- Active Ignoring, correctly used
- Time-Out
- Scolding & Disapproval
- Logical Consequences
- Natural Consequences
- Behavior Penalty (i. e., Response Cost)

Test Administration

When reproducing copies of Answer Sheets be sure that all copies show the shaded vertical columns intended to help examinees keep their place during testing.

Set the *SOS DVD Video* to begin at Part Two, Scene #1 (about 29 minutes into the video) before your participants arrive to take the CMST. If you are showing the DVD format of the video, be sure to turn on the subtitles. Use the terms “survey” or “inventory” rather than “test” in order to reduce the threat that individuals might experience when their child management skills and knowledge are assessed.

Instructions For Administering The Test Over SOS Scenes #1 - #10

- Give participants Answer Sheets and pencils with erasers. Ask them to, ***“Print your name in the space indicated on your Answer Sheet.”***
- Give each person a copy of the study sheet, *Child Management Methods And Skills Presented In The Video SOS Help For Parents*. Say, ***“You may refer to your study sheet while you watch the scenes.”***
- Slowly read and explain the instructions from the CMST Answer Sheet: ***“Follow along with me as I read the instructions on the Answer Sheet. We will view each SOS Video Scene twice. Refer to your Child Management Methods study sheet.”***
- ***“Look above the heavy black line. If the parent does it right in the scene, mark one of the three Rules. If the parent does it wrong, mark one of the four Errors. Mark the most serious of the four errors.”***
- ***“Mark only one X for the Rule or Error that the parent actually used in the scene. Do not mark more than one X above the heavy black line. If the parent makes two Errors, mark the one Error that is most serious.”***

Scene #1 Instructions And Assistance

- Say, ***“We are going to see video Scene #1.”*** Show Scene #1 twice and during the second showing, pause the video just before the scene ends.
- Slowly tell your participants, ***“Look above the heavy black line, at the seven Rules and Errors for managing children.”*** Tell them, ***“Mark only one X for the one Rule or Error that the parent actually used in the scene that you just saw. Do not mark more than one X. If the parent did it right in the scene, mark the one Rule used. If the parent did it wrong, mark the one Error used.”***

Wait for participants to mark their Answer Sheets. Then tell them, ***“The correct answer is Error 1 Parents fail to reward good behavior. If you didn’t mark Error 1, change your answer to Error 1 now.”***

- Next, ask the individuals to, ***“Look below the heavy black line, at the Child Management Methods and Skills listed.”*** Tell them, ***“The total number of Xs that you need to mark below the heavy black line are printed and appear in parentheses as 0X or 1X or 2X.”*** Tell them, ***“For Scene #1 there are no Xs to be marked below the heavy black line.”***

Visually check that everyone has marked their Answer Sheets correctly for Scene #1 before going to Scene #2.

Scene #2 Instructions And Assistance (see next page)

Scene #2 Instructions And Assistance

- Restart the video and say, ***“We are going to see video Scene #2.”*** Show Scene #2 twice and during the second showing, pause the video just before the scene ends.
- Slowly tell your participants, ***“Look above the heavy black line, at the seven Rules and Errors for managing children.”*** Tell them, ***“Mark only one X for the one Rule or Error that the parent actually used in the scene that you just saw. Do not mark more than one X. If the parent did it right in the scene, mark the one Rule used. If the parent did it wrong, mark the one Error used.”***

Wait for participants to mark their Answer Sheets. Then tell them, ***“The correct answer is Rule 3 Correct (punish) some bad behavior. If you didn’t mark Rule #3, change your answer to Rule #3 now.”***

- Next, ask the individuals to, ***“Look below the heavy black line, at the Child Management Methods and Skills listed.”*** Tell them, ***“The total number of Xs that you need to mark below the heavy black line for Scene #2 are 2Xs. Go ahead and mark two Xs. Mark the two best answers.”***

Wait for participants to mark their Answer Sheets. Then tell them, ***“The correct answers for Scene #2, below the heavy black line, are Good Effective Instructions and Logical Consequences. If you didn’t mark Good Effective Instructions and Logical Consequences, change your answers now.***

Visually check that everyone has correctly marked their Answer Sheets for Scene #2 before going to Scene #3.

- Do give help and emotional support to participants as they learn how they are to mark their Answer Sheets. Tell them, ***“No one ever gets a perfect score.”*** Say, ***“Do the best you can.”***
- Show Scene #3 and the rest of the video scenes. Show each scene twice and during the second showing, pause the video just before the scene ends.

The SOS DVD Video itself provides the correct answers for Scenes #1 and #2 after each scene is shown. Helping participants to correctly mark Scenes #1 and #2 helps orient them to the format of the test and to test taking. Do not reveal the correct answers to Scene #3 or to the other scenes. Answers to Scenes #1 and #2 are to be ignored and not counted in determining scores for participants.

If your objective is to test and score participants only over SOS Scenes #11 through #20 for example, it would be best to have them first mark answers to Scenes #1 and #2 in order to orient them to the format of the test and to test taking. Then test them over Scenes #11 through #20 as planned. Score their answers to Scenes #11 through #20 and discard their answers to Scenes #1 and #2.

Make sure to offer encouragement and emotional support to participants taking this test. When reporting scores to participants be positive, upbeat, and encouraging. You want to reward their good behavior, that is, their willingness to have their child management skills evaluated!

The SOS DVD Video is available in DVD. When showing the DVD, make sure to turn on the subtitles during the administration of the CMST.

In some cases, the educator or counselor might ask an individual to complete the CMST and to start and stop the video without assistance. After receiving an orientation to the test format, a computer literate individual may watch scenes on a DVD equipped computer and start and stop video scenes without help. However, most individuals will need for someone to operate the video as they answer the questions.

Scoring

- Make transparencies of the Scoring Keys with a photocopier or printer capable of producing transparencies. Use Scoring Key transparencies for quicker and more accurate scoring.
- Lay the Scoring Key transparency over the participant's Answer Sheet.
- Count the number of correct answers by moving down each column. Record that score (i. e., the raw score) in the small box on the Answer Sheet. Score each Answer Sheet twice to ensure accuracy.
- Divide the number of correct answers by the total possible correct answers to determine the Percent Correct answers for that individual. Enter the Percent Correct answers in the small box.

The total possible correct answers for Scenes #3 through #10 is 16. The answers to Scenes #1 and #2 are not counted in the final score because you helped participants to mark the correct answers for Scenes #1 and #2, in order to orient them to the format of the test and to test taking.

For a description and analysis of the particular Child Management Rules, Errors, Methods, and Skills demonstrated in any particular video scene, see the Video Leader's Guide. The answers scored as correct on the CMST might seem arbitrary in some cases. If the parent makes an Error in a scene, the most serious Error is keyed as the correct answer. For example, in a number of scenes the parent accidentally corrects (punishes) good behavior (Error #2). Error #2 is scored as the best answer, even though it can be argued that the parent also made Error #1 which is failing to reward good behavior.

There are 43 parent-child scenes or vignettes. The CMST includes four Answer Sheets with each Answer Sheet covering 10 scenes. A fifth Answer Sheet covers only three scenes. Each Answer Sheet has its own Scoring Key. Between Scenes #22 and #23, four "What would you do cartoons?" appear. Skip these four cartoons when showing the *SOS Video* and administering the CMST.

Depending on your purposes, you might decide to test or retest participants over any set of ten scenes or over all 43 scenes. You could use one set of scenes as a pretest given before training, and another set of scenes as a posttest. However, all sets of ten scenes are probably not of equal difficulty.

Interpretation And Use Of CMST Scores

Both the book *SOS Help For Parents* and Part One of *The DVD Video SOS Help For Parents* teach more than 20 Child Management Errors, Methods, and Skills. The 43 scenes in Part Two of the *SOS Video* also teach these same child management skills. The CMST assesses a participant's understanding of the principles of behavior which are demonstrated in the 43 scenes.

Scores on the CMST reflect an individual's ability to recognize and identify the correct and incorrect application of methods and skills for managing the behavior of children. CMST scores provide feedback on teaching effectiveness as well as participant learning. CMST scores can indicate to the educator or counselor which participants are most in need of additional training in behavior management.

An educator might decide to show and discuss the first 30 video-discussion scenes for teaching purposes, and then test participants over the next 10 scenes. Or a counselor might show and discuss all 43 scenes for teaching purposes. On a subsequent occasion, the counselor might test or retest participants over one or more sets of 10 scenes.

The *SOS Video* is often used in training teachers and for in-service training of mental health professionals. The CMST can help evaluate the effectiveness of such training. If you are supervising practicum or field placement students, consider asking them to study the book *SOS Help For Parents* and then to take some or all of the CMST tests. These students should be able to independently complete the CMST after receiving an orientation to the format of the test.

It is likely that the CMST will be used in research which evaluates training in behavior management and parenting. Individuals using the CMST in research studies are invited to send copies of their research summaries to SOS Programs & Parents Press at the address listed in this Manual.

Child And Parent Assessment Instruments

Particular inventories, rating scales, and behavioral checklists are popular for assessing child behavior problems in both clinical practice and research since they are easy to administer and score and have known psychometric properties.

Two frequently used inventories are the Parenting Stress Index (PSI) (Abidin, 1995) and the Eyberg Child Behavior Inventory (Eyberg, 1980). The PSI is completed by parents whose children are ten and younger and yields Child Subscale scores, Parent Subscale scores, and a Life Stress score.

The Eyberg is completed by a parent who rates 36 child behaviors in terms of frequency of the behavior (a seven point scale) and whether or not that behavior is a problem for the parent.

The Conners' Rating Scales often are used to identify behavior problems in children.

References And Availability Of Child And Parent Assessment Instruments

- Abidin, R. R. (1995). Parenting stress index. (3rd ed.). Available from Psychological Assessment Resources, <www.parinc.com>
- Clark, L. (2004). Child management skills test. Bowling Green, KY: SOS Programs & Parents Press. Available for download from <www.sosprograms.com>.
- Clark, L. (1987, 2004). Time-Out parent inventory. Bowling Green, KY: SOS Programs & Parents Press. Available for download from <www.sosprograms.com>.
- Conners, C. K. Conners' rating scales. Available from Psychological Assessment Resources, <www.parinc.com>.
- Eyberg, S.M. (1980). Eyberg child behavior inventory. Available from Psychological Assessment Resources, <www.parinc.com>.

SOS References

- Clark, L. F. (2004 Enhanced). The video SOS help for parents: A video-discussion parent education program. Bowling Green, KY: SOS Programs & Parents Press. This video was enhanced and placed in DVD format. See video clips at <www.sosprograms.com>.
- Clark, L. F. (2003). SOS ayuda para padres: Una guía práctica para manejar problemas de conducta comunes corrientes. Bowling Green, KY: SOS Programs & Parents Press. Spanish language translation of the book, SOS help for parents.
- Clark, L. F. (1996 with 2003 Updates). SOS help for parents: A practical guide for handling common everyday behavior problems. (2nd ed.). Bowling Green, KY: SOS Programs & Parents Press.
- Clark, L. F. (1991, 1998 Revised). The video SOS help for parents: A video-discussion parent education program. Bowling Green, KY: SOS Programs & Parents Press. The VHS video was digitally remastered and revised (extended) and the Video leader's guide was revised. See video clips at <www.sosprograms.com>.
- Clark, L. F. (1998). El video SOS ayuda para padres. Bowling Green, KY: SOS Programs & Parents Press. Spanish version of The video SOS help for parents with participant study sheets and handbook in Spanish. See Spanish video clip at <www.sosprograms.com>. This video package only is available in VHS format.
- Clark, L. F. (1985, 1991 Revised). SOS help for professionals, SOS help for professionals manual (a multimedia parent counseling/training kit for professionals). Bowling Green, KY: SOS Programs & Parents Press.
- Clark, L. F. (1989). How to use time-out effectively. Audiotape program. Bowling Green, KY: SOS Programs & Parents Press. Listen to audio clips at <www.sosprograms.com>.

SOS Programs & Parents Press Information

The DVD Video SOS Help For Parents is available from SOS Programs & Parents Press in DVD format. In DVD format, the *SOS Video* may be played either on a DVD equipped computer or on a DVD player and TV monitor. The DVD format of the *SOS Video* provides a subtitles option which the VHS format does not. The DVD plays internationally, region free.

Foreign language editions of SOS books and video programs are not listed here. See <www.sosprograms.com> for this information.

The CMST Manual, Answers Sheets, and Scoring Keys and the study sheet, *Child Management Methods And Skills Presented In The Video SOS Help For Parents*, may be reproduced for research or educational purposes if reproduced in their entirety and not for resale and with the copyright information remaining on the materials. The CMST Manual, Answer Sheets, and Scoring keys may be downloaded at <www.sosprograms.com>. The Time-Out Parent Inventory (TOPI) also may be downloaded from this website.

Contributors to the development of the Child Management Skills Test include J. Bruni, C. Clark, E. Clark, E. Jones, C. Myers, W. Pfohl, and staff at Western Kentucky University, Bowling Green, KY.

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ANSWER SHEET for SOS Scenes #1 to #10

- Name _____ Date _____

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ANSWER SHEET for SOS Scenes #11 to #20

- | | |
|------|------|
| Name | Date |
|------|------|

Raw Score for #11 to #20 =

Total possible correct for #11 to #20 = 19. Percent Correct =

Scenes #11 through #20

(Number of Xs you <u>need</u> to mark <u>below</u> the <u>black line</u>)	(1X)	(1X)	(2X)	(1X)	(1X)	(0X)	(1X)	(1X)	(0X)	(1X)
Three Rewards										
Social Reward										
Activity or Privilege Reward										
Material Reward										
Instructions & Commands										
Good Effective Instructions	Don't mark									
Bad Ineffective Instructions		Don't mark								
Grandma's Rule or Active Ignoring										
Grandma's Rule, correctly used										
Active Ignoring, correctly used										
Five Mild Corrections (mild punishments)										
Time-Out										
Scolding or Disapproval			Don't mark							Don't mark
Natural Consequences										
Logical Consequences										
Behavior Penalty										

ANSWER SHEET for SOS Scenes #21 to #30

- For office use only. Do not mark in this space.
Raw Score for #21 to #30 = _____
Total possible correct for #21 to #30 = 25. Percent Correct = _____

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ANSWER SHEET for SOS Scenes #31 to #40

- Name _____ Date _____

For office use only. Do not mark in this space.
Raw Score for #31 to #40 = _____
Total possible correct for #31 to #40 = 20. Percent Correct = _____

Scenes #31 through #40

(Number of Xs you <u>need</u> to mark <u>below</u> the <u>black line</u>)	(1X)	(3X)	(1X)	(0X)	(1X)	(1X)	(1X)	(1X)	(1X)	(0X)
--	------	------	------	------	------	------	------	------	------	------

Social Reward

Activity or Privilege Reward

Material Reward

Good Effective Instructions

Bad Ineffective Instructions

Grandma's Rule, correctly used

Active Ignoring, correctly used

Time-Out

Scolding or Disapproval

Natural Consequences

Logical Consequences

Behavior Penalty

CMST

ANSWER SHEET for SOS Scenes #41 to #43

- Print your name in the space below.
- View each SOS Video scene twice. • Refer to your “Child Management Methods” study sheet.
- Look above the heavy black line. If the parent does it right in the scene, mark one of the three Rules. If the parent does it wrong, mark one of the four Errors. Mark the most serious of the four errors.
- Mark only one X for the Rule or Error that the parent actually used in the scene. Do not mark more than one X above the heavy black line. If the parent makes two Errors, mark the one Error that is most serious.
- Next, look below the heavy black line, at the Methods and Skills listed. The total number of Xs that you need to mark are printed below the heavy black line and appear in parentheses as 0X or 1X or 2X. Mark the best answers.

Name _____ Date _____

For office use only. Do not mark in this space.
Raw Score for #41 to #43 = _____
Total possible correct for #41 to #43 = 6. Percent Correct = _____

If the parent did it right, mark the one **Rule** used.
If the parent did it wrong, mark the one **Error** used.

Scenes #41 through #43

Rules – the parent does it right

Rule 1. Reward good behavior

Rule 2. Don't “accidentally” reward bad behavior

Rule 3. Correct (punish) some bad behavior

Errors – the parent does it wrong

Error 1. Parents fail to reward good behavior

Error 2. Parents “accidentally” correct (punish) good behavior

Error 3. Parents “accidentally” reward bad behavior

Error 4. Parents fail to correct (punish) bad behavior

(Number of Xs you need to mark below the black line)

(2X) (0X) (1X)

Three Rewards

Social Reward

Activity or Privilege Reward

Material Reward

Instructions & Commands

Good Effective Instructions

Bad Ineffective Instructions

Grandma's Rule or Active Ignoring

Grandma's Rule, correctly used

Active Ignoring, correctly used

Five Mild Corrections (mild punishments)

Time-Out

Scolding or Disapproval

Natural Consequences

Logical Consequences

Behavior Penalty

SCORING KEY for SOS Scenes #1 to #10

- Look at the parent
- Mark the one X
- Next, mark the answer

light in the scene, mark one of the three Rules. If the
the most serious of the four errors.
usually used in the scene. Do not mark more than
two Errors, mark the one Error that is most serious.
Skills listed. The total number of Xs that you need to
in parentheses as 0X or 1X or 2X. Mark the best

Name

Scenes #1 through #10

Rule 3. Correct (punish) some bad behavior

Error 4. Parents fail to correct (punish) bad behavior

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
			x		x			In this scene the parent does not use one of the Rules or Errors	
	.								
.									
Don't mark							x		
		x				x			x
				x					

(0X) (2X) (1X) (1X) (0X) (2X) (1X) (1X) (1X) (2X)

Material Reward

Bad Ineffective Instructions

Active Ignoring, correctly used

Behavior Penalty

[illegible]

- Print your name in the space below.
- View each SOS Video scene twice. • Refer to your "Child Management Methods" study sheet.

- Look above the heavy black line. If the parent does it right in the scene, mark one of the three Rules. If the parent does it wrong, mark one of the four Errors. If the parent does both right and wrong, mark the most serious of the four errors.
- Mark only one X per scene. Do not mark more than one X per scene. If the parent does both right and wrong, mark the one Error that is most serious.
- Next, mark the Skills listed. The total number of Xs that you need to mark in parentheses as 0X or 1X or 2X. Mark the best answer.

SCORING KEY for Scenes #11 to #20.

Make a transparency of this sheet for a scoring template.

Name _____ Date _____

For office use only. Do not mark in this space.
Raw Score for #11 to #20 = _____
Total possible correct for #11 to #20 = 19. Percent Correct = _____

If the parent did it right, mark the one Rule used.
If the parent did it wrong, mark the one Error used.

Scenes #11 through #20

Rules – the parent does it right

Rule 1. Reward good behavior

Rule 2. Don't "accidentally" reward bad behavior

Rule 3. Correct (punish) some bad behavior

Errors – the parent does it wrong

Error 1. Parents fail to reward good behavior

Error 2. Parents "accidentally" correct (punish) good behavior

Error 3. Parents "accidentally" reward bad behavior

Error 4. Parents fail to correct (punish) bad behavior

#11	#12	#13	#14	#15	#16	#17	#18	#19	#20
x				x			x		x
			x			x			Don't mark
					x			x	
	x								
		x							

(Number of Xs you need to mark below the black line)

(1X) (1X) (2X) (1X) (1X) (0X) (1X) (1X) (0X) (1X)

Three Rewards

Social Reward

Activity or Privilege Reward

Material Reward

Instructions & Commands

Good Effective Instructions

Bad Ineffective Instructions

Grandma's Rule or Active Ignoring

Grandma's Rule, correctly used

Active Ignoring, correctly used

Five Mild Corrections (mild punishments)

Time-Out

Scolding or Disapproval

Natural Consequences

Logical Consequences

Behavior Penalty

x		x		x			x		x
		x							
Don't mark									
	Don't mark								
			x			x			
	x	Don't mark							Don't mark

SCORING KEY for SOS Scenes #21 to #30

- Name _____

For office use only. Do not mark in this space.
Raw Score for #21 to #30 = _____
Total possible correct for #21 to #30 = 25. Percent Correct = _____

Scenes #21 through #30

Rule 1. Reward good behavior					x				x
Rule 2. Don't "accidentally" reward bad behavior								x	
Rule 3. Correct (punish) some bad behavior		x					x		

Error 1. Parents fail to reward good behavior									
Error 2. Parents “accidentally” correct (punish) good behavior			x			x			
Error 3. Parents “accidentally” reward bad behavior	x						x		
Error 4. Parents fail to correct (punish) bad behavior				x					

(2X) (1X) (1X) (0X) (2X) (1X) (2X) (3X) (2X) (1X)

Social Reward	x				x		x		Don't mark	x
Activity or Privilege Reward							x		Don't mark	
Material Reward	x				x					

Good Effective Instructions		Don't mark						x	x	
Bad Ineffective Instructions	Don't mark						Don't mark			

Grandma's Rule, correctly used								x
Active Ignoring, correctly used								

[illegible]

CMST

SCORING KEY for SOS Scenes #31 to #40

- Print your name in the space below.
- View each SOS Video scene twice. • Refer to your “Child Management Methods” study sheet.

- Look at the parent's behavior in the scene, mark one of the three Rules. If the parent did it right, mark the one Rule used. If the parent did it wrong, mark the one Error used.
- Mark the one Error used in the scene. Do not mark more than one Error. If the parent used more than one Error, mark the one Error that is most serious.
- Next, mark the Skills listed. The total number of Xs that you need to mark in parentheses as 0X or 1X or 2X. Mark the best answer.

SCORING KEY for Scenes #31 to #40. Make a transparency of this sheet for a scoring template.

Name _____ Date _____

For office use only. Do not mark in this space.
Raw Score for #31 to #40 = _____
Total possible correct for #31 to #40 = 20. Percent Correct = _____

If the parent did it right, mark the one Rule used.
If the parent did it wrong, mark the one Error used.

Scenes #31 through #40

Rules – the parent does it right

Rule 1. Reward good behavior

Rule 2. Don't “accidentally” reward bad behavior

Rule 3. Correct (punish) some bad behavior

Errors – the parent does it wrong

Error 1. Parents fail to reward good behavior

Error 2. Parents “accidentally” correct (punish) good behavior

Error 3. Parents “accidentally” reward bad behavior

Error 4. Parents fail to correct (punish) bad behavior

#31	#32	#33	#34	#35	#36	#37	#38	#39	#40
	x								
x				x		x			
									x
		x			x				
							x		
			x				Don't mark	x	

(Number of Xs you need to mark below the black line)

(1X) (3X) (1X) (0X) (1X) (1X) (1X) (1X) (1X) (0X)

Three Rewards

Social Reward

Activity or Privilege Reward

Material Reward

Instructions & Commands

Good Effective Instructions

Bad Ineffective Instructions

Grandma's Rule or Active Ignoring

Grandma's Rule, correctly used

Active Ignoring, correctly used

Five Mild Corrections (mild punishments)

Time-Out

Scolding or Disapproval

Natural Consequences

Logical Consequences

Behavior Penalty

	x								
	x						x		
	x								
Don't mark									
								x	
x									
		x			x		Don't mark		
						x			
				x					

SCORING KEY for SOS Scenes #41 to #43

- SCORING KEY**
for Scenes #41 to #43.
Make a transparency of this
sheet for a scoring template.

For office use only. Do not mark in this space.
Raw Score for #41 to #43 = _____
Total possible correct for #41 to #43 = 6. Percent Correct = _____

Scenes #41 through #43

Rule 1. Reward good behavior

Rule 2. Don't “accidentally” reward bad behavior

Rule 3. Correct (punish) some bad behavior

Error 1. Parents fail to reward good behavior

Error 2. Parents “accidentally” correct (punish) good behavior

Error 3. Parents “accidentally” reward bad behavior

Error 4. Parents fail to correct (punish) bad behavior

(2X) (0X) (1X)

Social Reward

Activity or Privilege Reward

Material Reward

Good Effective Instructions

Bad Ineffective Instructions

Grandma's Rule, correctly used

Active Ignoring, correctly used

Time-Out

Scolding or Disapproval

Natural Consequences

Logical Consequences

Behavior Penalty