



Able Differently

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"Sowing Seeds For Positive Experiences"

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Form 2

This form is to be completed at the beginning of the program. For instructions, please view our introductory letter.

Child's Name: _____

Date Submitted: (/ /)

Parent's Name: _____

Activity Ended Date : (/ /)

What was the last day your child participated in his or her choosen activity?

Behavioral Scale

Please complete the behavioral scales again after the activity ends. Rate the following areas using a scale of 1-10 with 10 being the highest rating and 1 being no change. These ratings will help you think about the experiences.

<p>Self-Satisfaction in child:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>Family satisfaction:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>General sense of pleasure and feeling good in parent:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>Child's behavior, sadness or self-esteem level:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>Child's school improvement level:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p>	<p>Self-satisfaction in parent:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>General sense of pleasure and feeling good in child:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>General sense of pleasure and feeling good in family:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p> <p>Child's friendship level:</p> <p>1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10 Low Average High</p>
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Childs Overall Improvement

1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10
Low Average High

Invitation to Parents:

You may want to talk together about the ratings above, post-activity questionnaires, and any other information gathered with your child, coach/teacher or other witnesses to see if this experience really made a difference in your child's functional behaviors such as you child feeling better about themselves—highlighting the enjoyment and how it was valued. When your child is having a great time or had a fun play experience, does her/his day go better, does he or she seem happier with less frustration? What is better? What difference has it made? As the parent, have you had more enjoyable moments with your child? Do you feel more a part of the community? Have you discovered new aspects of your child as well as yourself? Some of these questions might be answered in your responses to your story told.

A reminder to complete the final ratings and story:

★ Click on: [Daily Strength Scale](#) to be completed by child and click on: the [Past Week's Quality of Life](#) to be completed by parent. Send both, along with Form 2 and your child's story to ABLE-Differently.

★ Create a story of the experience with your child. Please download "[What's My Story? –a Brief Guide to Story Development](#)" to help with this fun transforming task. Bring your notes of queries and ratings as above and recollections of what happened in the guide along with pictures drawn or photos downloaded with the help of the coach/teacher and support person. All of these materials can help to aid you and your child in creating their story and narrative.

So, where do we go from here for the future?

The experience with this documentation could be used at school for the Star of the Week or Show and Tell or with teacher's help, as an assignment for academic credit earned by the child. It could be added to the child's IEP as Portfolio Development (An example of a student Portfolio development at different ages for a special needs child can be reviewed at [this website](#)).

If your child can recall the benefits from this activity or other earlier family times experiencing fun rituals such as traditions, pleasant school or after school events, good friends, vacations, special places, interesting hobbies, favorite clubs or sports activities, he/she will benefit from these events in special ways, especially later when you or your child need to remember something positive (memories of accomplishments, friends, hopes and dreams). Much like planting a seed and growing flowers to make a bouquet of memories, these exceptionally remembered events will help get everyone through potentially difficult times just thinking about and bringing forth the pleasant things your child has experienced. Click on [this link](#) for more information on helping your child cultivate daily positive emotions, and taking in other good experiences every day.

It might be helpful think about keeping a daily journal or an event book, writing down with your feelings and thoughts about what happened. If writing is not your thing, the creative arts opens up many avenues for expression - through dance, theater, music, photography, movement practices, woodworking, auto mechanics, and more. Please consider using this avenue as a possible way to teach your child at a later time how to practice taking in good things - a skill that might become very useful to him or her in the future. There are several pages and resources available for download that highlights the importance of this practice, providing simple guidelines for the parent and how it applies to your child:

- ★ [Taking in the Good: Key Points](#)
- ★ [Teaching Kids Psychological Skills To Take in the Good](#)

In addition, consider continuing to practice your focusing attention, awareness, reflecting on the good from the day and mindful-breathing; does anyone teach this as part of stress reduction and coping or relaxation, mindfulness or yoga in your community? Even if you do not pursue our program, please give us call after a while about you child making positive changes.

Best wishes for improved social-emotional health,

ABLE-differently