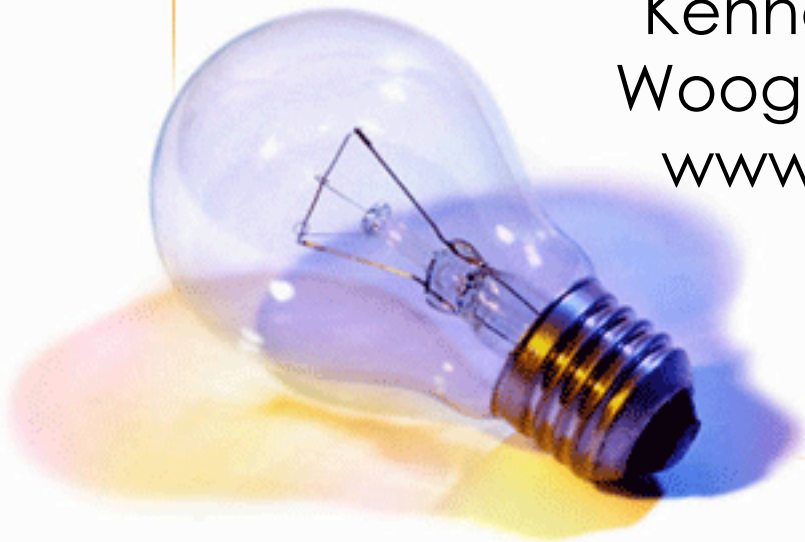


Parenting by Numbers™

Individualized On-line Token Economy
Parent Education and Behavior
Modification Program

Kenneth Woog, Psy.D.
Woog Laboratories, Inc.
www.wooglabs.com





Target Child Populations Adolescents 10-17 years of age

- Attention Deficit Hyperactivity Disorder (ADHD)
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder (CD)
- Other disruptive behavior disorders
- School attendance / truancy problems
- Sub-clinical behavior problems





Primary Treatment Goals

1. Reduce problematic child behavior
2. Increase positive/responsible child behaviors
3. Increase child academic performance
4. Reduce parent-child and family conflict
5. Reduce parental stress
6. Increase parental monitoring behavior
7. Increase medication compliance (if applicable)





Additional desired outcomes

- Teach parenting skills
 - Behavior management techniques
 - Discipline: Immediate, consistent and salient with appropriate limit setting and cognitive flexibility
 - Generalize for siblings
 - Increase parenting self-efficacy
- Increase parent cooperation
 - Between parents and across households
- Teach communication skills
- Teach money management skills to child
- Reduce medication *dependence*





Background: Effective Treatments for Behavior Disorders Elusive

- **No Clinically Effective Practical Psychosocial Treatment of Adolescents with ADHD, CD, ODD and disruptive behavior disorders**
 - Multimodal-multisystemic (MST, FFT) therapies too expensive treatment for typical ADHD, CD and ODD (\$5000/family)
 - No clinically effective *medication* treatment for CD, ODD
 - 30% of children with ADHD do not respond to or cannot tolerate medication treatment
- **Parents prefer psychosocial treatments**





Parenting Style : Two Parenting Dimensions with Greatest Influence on Child Outcome

- Control (Supervision and Influence)
 - Monitoring - where is child, friends?
 - Clear, reasonable rules and expectations
 - Discipline - consistent, salient, immediate
 - Modeling and skills training
- Warmth (Relationship Quality)
 - Respectful, empathic communication
 - Shared positive experiences, collaboration
- Best child outcomes: **Authoritative Style**
High Control with High Warmth





Parent Training Content: Compliance Focus

- Using the Parenting by Numbers™ Token Economy (C)
- Introduction to Behavior Therapy (C)
- Catching your child behaving well (C/W)
- How to give effective commands (C/W)
- Improving the Relationship (W)
- Preventing a Meltdown (W)
- The Moment of Truth (W)
- Empathic Communication Process (W)
- Sharing Positive Experiences with your Teen (W)





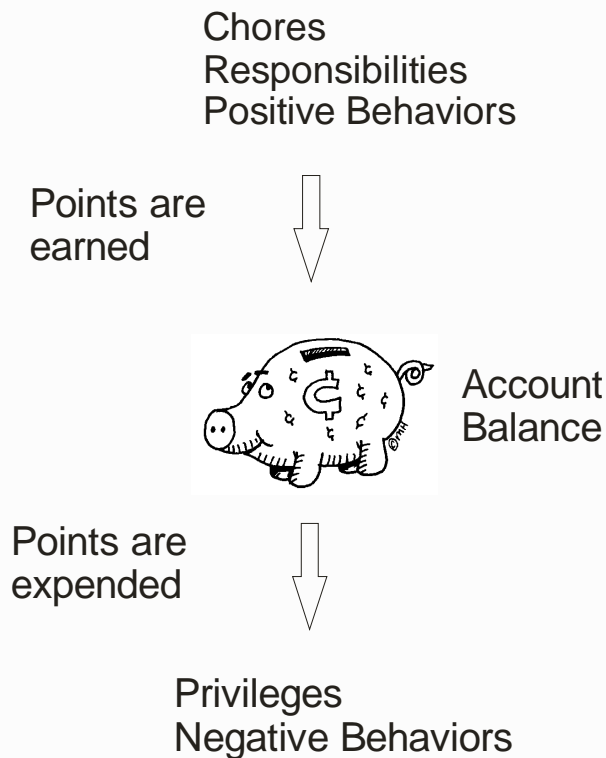
Token Economy, AKA “Point System”

- Effective behavior modification tool
 - Effective with a variety of populations
 - Children, adults, autistic, mental retardation
 - Effective in a variety of settings - schools, home, residential treatment, hospitals
 - Often component of BPT and intensive multi-modal and multi-systemic therapies
- Creates a clear structure for parent's rules and expectations
- Removes the emotion out of discipline
 - Reducing conflict allows reparation of relationship
- Effective as long as applied?





How does a Token Economy Work?



- Reduces conflict over discipline
 - Clear expectations
 - Unites parents
 - Cuts manipulation, debate, badgering
 - Reduces “catastrophizing”
- Increases positive attention
 - “Catching child behaving well”
 - One-on-one time with parents
 - Structured family time
- “The Way the World Works”





Traditional problems with a Home Token Economy

- Difficult, time consuming to setup
 - Manually entering lists on computer
- Difficult to maintain/update
 - Check register or worksheet
- Difficult for two parents to record data and for support across households
- Difficult, time consuming to quantify behavioral data
 - Hard to provide clinical support
 - Must wait entire week to assess compliance
- Limited clinical monitoring and support
- Poor long term compliance





Solution: The Automated Online/Phone based Home Token Economy

- Automatically setup during initial assessment
- Easy and convenient to use - requires little time or effort
 - **Accessible from any computer with Internet access**
 - Similar to on-line banking
 - **Accessible from any telephone - immediately**
 - Record transaction (stimulus cue) to aid compliance
 - Can be used when computer not regularly available
 - Multiple caregiver support - parents, teachers, clinician
 - 3 levels and up to 6 caregivers
 - Across household support (separated parents)
- Behavior data reports always available
- Tools for improving long term compliance





Advanced Features

- Online SNAP-IV-C and CBQ-20 assessment instruments with automated recording and scoring
- Standard email surveys - when replied are automatically scored within client's file:
 - Weekly Class Report, School Grade Report, Home School Weekly Report, Attendance Report
 - Treatment Satisfaction, Clinician Satisfaction, Behavior Analysis Survey
- Custom Email survey designer allows totally custom survey assessments
- Reminder system can send automated email and/or text messages to:
 - Clients, parents or clinician at set times
- Forecasting module to aid goal setting and behavior modification shaping





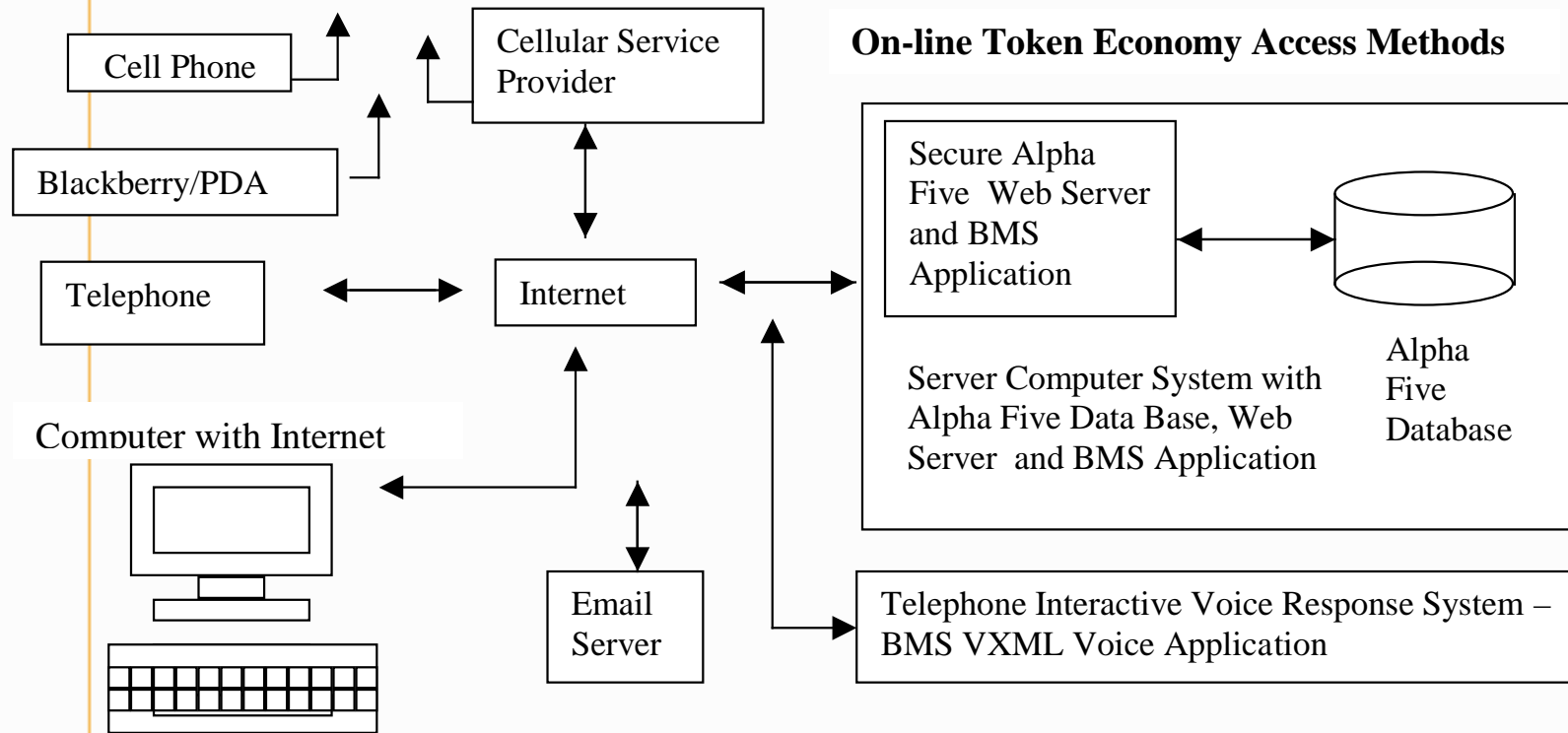
Advanced Features (continued)

- Home Behavior charts available for printing
- Weekly schedule lists events by day of week and time of day
- Behavior reports of last 6 weeks
- “Groundings” recorded by parents with set end time/date and automated Email notification of initiation and ending
- Automated transaction recording for commonly recorded transactions and treatment fading
- Contest System for intermittent reinforcement to keep child’s interest and when fading treatment
- Compliance monitoring tools for clinician
- HIPAA compliance support





Parenting by Numbers - System



Parenting by Numbers™





Parenting By Numbers

Internet Based, Clinician Guided
Home Token Economy (point system)
for the treatment of ADHD/ODD/CD

- Free for clinicians to use
- No software to install
 - Subscription: \$33/mo. or less for parents
- No risk - 30 days use before requiring subscription is purchased
- Highly structured 3 session program
- No books to purchase: Parent Workbooks, Clinician's guide on-line

Parenting
NumbersTM by





Parenting by Numbers: Step by Step

Session 1 - Parents, clinician meet and define negative, positive behaviors, responsibilities, chores and privileges with priority, estimated frequency and target goals for treatment are established.

Between sessions during the week, parents tally behaviors (paper and pencil) and do assigned reading. Present info to child.

Session 2 - Clinician meets with child first to assess and discuss potential problems. Next, parents and child meet with clinician to negotiate values, update forecasts and engage the child. Parents and child are taught how to use the system.

During week, parents record behaviors and privileges on-line/phone restricting access to privileges if points not available. Parents also do additional assigned reading.

Session 3 - Parents and child meet with clinician to follow up on issues and fine tune system. Final assignments given. Additional meetings as needed.

Parenting
NumbersTM by





Initial Assessment: Negative Behaviors

2. Enter Undesireable Behaviors

In order to assess the problems you may be experiencing with your child, your referring caregiver needs to identify the specific behaviors that are problematic. table below to **SELECT** or **ENTER** the negative behaviors that your child is exhibiting . Although there may be many negative behaviors you would not find accept enter or select behaviors that you are not specifically concerned about.

To be helpful, behaviors must be described:

- * In very specific terms. It must be understandable to the child as a behavior you would like to see stopped or reduced. "Being a pest" will not be sufficiently sp a child understand what actions they are doing which are undesirable. "Teasing a sibling" or "Standing in front of the TV" are more specific.
- * It must be a observable behavior. "Has a bad attitude" is not a behavior, nor is "Doesn't want to go to church on Sunday". "Disrespectful to parents" or "Refus ready for church" are actually observable behaviors.
- * Must be a behavior, not an absence of behavior. "Not helpful around the house" is not a behavior. "Does not comply with parental requests" is an actual beha

1. Click the **Select** button for behaviors listed below and, if necessary, add your own specific, observable behaviors if you don't see your issues listed.
 2. Select the Priority of the behavior (**Priority**). Critical items are defined as those you are most concerned about and, Low, least concerned about.
 3. Enter how many times each week you estimate the behavior occurs (**Qty Now**).
 4. Enter how many times per week you would find acceptable for the behavior to occur (**Qty Goal**). For most behaviors this will be zero.
- When complete, enter the **Next** button.

Select	Description	Priority	Qty Now	Qty Goal	Notes / Data / Email Message
<input type="checkbox"/>	Foul Language	Low	0	0	
<input type="checkbox"/>	Disregard directions	Medium	0	0	
<input type="checkbox"/>	Disrespect to Parents	Medium	0	0	
<input type="checkbox"/>	Disrespectful behavior others	Medium	0	0	
<input type="checkbox"/>	Initiating Arguments parents	Medium	0	0	
<input type="checkbox"/>	Curfew Violation	Medium	0	0	





Initial Assessment: Responsibilities

3. Enter Child's Responsibilities

Please use the table below to enter your child's daily/weekly/monthly Responsibilities. Responsibilities are unnegotiable tasks that are expected of your child with little if any choice on their part. These are tasks that are specific to the child's personal benefit such as going to school, doing homework, taking a shower, getting to school bus. Cleaning a bedroom or doing a child's own laundry are examples of tasks that could be considered either as a responsibility or chore. Chores are tasks that benefit another person or the family as a whole and it is expected that the child has a greater degree of choice on when, how and whether or not to perform the task. Besides helping to clarify the child's understanding and parent's expectations, listing responsibilities helps to identify the stressors and workload that your child may be experiencing with little or no control.

1. Click the **Select** button for the responsibilities listed below and, if necessary, add your own specific responsibilities if you don't see your child's listed.
 2. Select the Priority of the behavior (**Priority**). Critical items are defined as those you are most concerned about and, Low, least concerned about.
 3. Enter how many times each week you estimate your child currently completes his/her responsibility (**Qty Now**).
 4. Enter the minimum number of times per week you would find acceptable for your child to complete this responsibility (**Qty Goal**).
 5. If known or applicable, select the day of the week or month (**Scheduled Day**) that you prefer that this responsibility be completed. Do not select a value if the responsibility is not regularly scheduled. If you are unable to match the schedule with available values (i.e. Monday, Thursday), select one responsibility with one day and add one or more additional responsibilities at the bottom with the additional day (i.e. Thursday).
 6. If applicable, enter the preferred time of day (**Scheduled Time**) when you would expect this responsibility to be completed. Do not enter a value if you are leaving it up to the child to decide when to complete the responsibility on that day or if the responsibility is to be completed at more than one time during the day.
- When complete with this page, enter the **Next** button.

Select	Description	Priority	Qty Now	Qty Goal	Scheduled Day	Scheduled Time	Notes / Data / Email Message
<input type="checkbox"/>	Attend School Weekly	Medium	0	0	Friday	12:00 am	
<input type="checkbox"/>	Homework Daily 1 hour	Medium	0	0	Sun Mon Tue Wed Thu	12:00 am	
<input type="checkbox"/>	Curfew weekday	Low	0	0	Sun Mon Tue Wed Thu	12:00 am	
<input type="checkbox"/>	Curfew weekend	Medium	0	0	Fri Sat	12:00 am	
<input type="checkbox"/>	Wake up on time daily	Medium	0	0	Mon Tue Wed Thu Fri	12:00 am	
<input type="checkbox"/>	Bedtime weekday	Medium	0	0	Sun Mon Tue Wed Thu	12:00 am	





Forecasting Weekly Balances

Adjust values and weekly estimates

System ▾ Add ▾ Edit ▾ Delete ▾ Record ▾ Tools ▾ View ▾ Assessment ▾ Help ▾

Edit Weekly Point Forecast (All enabled)

Select single type

Type	Transaction description	Transaction Value	Current Estimated Quantity	Current Estimated Points	Goal Estimated Quantity	Goal Estimated Points
Chore	Bring in trash cans from curb	<input type="text" value="5"/>	<input type="text" value="1"/>	5	<input type="text" value="2"/>	10
Chore	Set the dinner table	<input type="text" value="5"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	5
Chore	Clear the dinner table	<input type="text" value="5"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	5
Chore	Clean the dishes and kitchen	<input type="text" value="10"/>	<input type="text" value="0"/>	0	<input type="text" value="2"/>	20
Negative Behavior	Fights on Playground	<input type="text" value="-25"/>	<input type="text" value="0.5"/>	-12.5	<input type="text" value="0.1"/>	-2.5
Negative Behavior	Foul Language	<input type="text" value="-5"/>	<input type="text" value="5"/>	-25	<input type="text" value="0"/>	0
Negative Behavior	Curfew Violation	<input type="text" value="-5"/>	<input type="text" value="2"/>	-10	<input type="text" value="0"/>	0
Positive Behavior	Attend Church	<input type="text" value="15"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	15
Positive Behavior	Caught behaving well	<input type="text" value="3"/>	<input type="text" value="1"/>	3	<input type="text" value="10"/>	30
Positive Behavior	Attend youth group at church	<input type="text" value="15"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	15
Positive Behavior	Doing chore w/o being asked	<input type="text" value="2"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	2
Positive Behavior	Treat sibling kindly	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	0
Positive Behavior	Art Lessons/Class	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	0
Privilege	Cell Phone / week	<input type="text" value="-15"/>	<input type="text" value="1"/>	-15	<input type="text" value="1"/>	-15
Privilege	TV in bedroom / week	<input type="text" value="-10"/>	<input type="text" value="1"/>	-10	<input type="text" value="1"/>	-10
Privilege	Computer Use / hour	<input type="text" value="-5"/>	<input type="text" value="25"/>	-125	<input type="text" value="15"/>	-75
Responsibility	Attend School Weekly	<input type="text" value="10"/>	<input type="text" value="1"/>	10	<input type="text" value="1"/>	10
Responsibility	Homework Daily 1 hour	<input type="text" value="5"/>	<input type="text" value="1"/>	5	<input type="text" value="5"/>	25
Total Forecast			47.50	-264.5	54.85	93.25
<input type="button" value="Submit Changes"/>						





Negative Behavior Priority Setting

- Each issue/behavior prioritized during initial assessment

- Negative behavior priority setting allows limiting number of issues monitored and recorded

154	Foul Language	Negative Behavior	Low
155	Curfew violation	Negative Behavior	Medium
176	Disregard directions	Negative Behavior	Medium
177	Disrespect to Parents	Negative Behavior	High

Negative Behavior Allowed Transaction Priority Minimum

Low/All

- Only negative behaviors above the preset priority can be recorded - either on-line or by phone.
- Limits efforts to only those issues of highest concern
- Useful when child is exhibiting too many negative behaviors or when parental resources are limited





Privilege Ladder: Using Levels Instead

- Parents allow privileges based on point balance rather than by purchasing privileges
- Less behavior recording
- Four distinct levels - privileges are assigned values in level range
- Easier for younger children
- Easier for parents to maintain

Level Platinum (250 points and up)

<u>ID Code</u>	<u>Points Needed</u>	<u>Privilege description</u>	<u>Privilege notes</u>
<u>16</u>	250	Computer Use	
<u>23</u>	250	Bicycle use	
<u>26</u>	250	Skateboard	

Level Gold (150-249 points)

<u>ID Code</u>	<u>Points Needed</u>	<u>Privilege description</u>	<u>Privilege notes</u>
<u>15</u>	150	Video Games / day	
<u>17</u>	150	Cell Phone	
<u>24</u>	150	Stay Home/No Friends	

Level Silver (50-149 points)

<u>ID Code</u>	<u>Points Needed</u>	<u>Privilege description</u>	<u>Privilege notes</u>
<u>22</u>	50	Telephone Use (home)	

Level Bronze (0-49 points)

<u>ID Code</u>	<u>Points Needed</u>	<u>Privilege description</u>	<u>Privilege notes</u>
<u>25</u>	25	Door on bedroom	





Weekly Activity Chart

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Unspecified	<u>Take out recyclables</u>	<u>Take out recyclables</u>	<u>Take out recyclables</u>	<u>Take out recyclables</u>	<u>Take out recyclables</u>	<u>Take out recyclables</u>	<u>Take out recyclables</u>
Unspecified	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>	<u>Take care of pet (caregiver)</u>
Unspecified		<u>Prepare School Lunch</u>		<u>Prepare School Lunch</u>			
Unspecified	<u>Review Homework Log / day</u>	<u>Review Homework Log / day</u>	<u>Review Homework Log / day</u>	<u>Review Homework Log / day</u>	<u>Review Homework Log / day</u>		
6:45 am	<u>Wake up on time/ school day</u>	<u>Wake up on time/ school day</u>	<u>Wake up on time/ school day</u>	<u>Wake up on time/ school day</u>	<u>Wake up on time/ school day</u>		
7:30 am	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>	<u>Pick up bedroom</u>
7:30 am	<u>Feed the dog</u>	<u>Feed the dog</u>	<u>Feed the dog</u>	<u>Feed the dog</u>	<u>Feed the dog</u>	<u>Feed the dog</u>	<u>Feed the dog</u>
8:00 am	<u>Attend School / Weekly</u>	<u>Attend School / Weekly</u>	<u>Attend School / Weekly</u>	<u>Attend School / Weekly</u>	<u>Attend School / Weekly</u>		
12:00 pm							<u>Take out the trash</u>
12:00 pm							<u>Clean bathrooms</u>
12:00 pm						<u>Pick up after the pet</u>	<u>Pick up after the pet</u>
12:00 pm						<u>Vacuum upstairs</u>	
1:00 pm							<u>Work Saturday</u>
2:40 pm					<u>Bring grade report from school</u>		
3:00 pm			<u>Meeting with Counselor</u>				
5:00 pm						<u>Work Sunday</u>	





Assessment: SNAP-IV-C On-Line Assessment for ADHD/ODD and disruptive behavior disorders

The SNAP-IV Teacher and Parent Rating Scale

James M. Swanson, Ph.D., University of California, Irvine, CA 92715

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Page 1 of 5

For each item, check the column which best describes this child (? - unselected), then click 'Next' button at far right :

Question Description	#	For each item, check the column which best describes this child				
Often fails to give close attention to details or makes careless mistakes in schoolwork or tasks	1	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often has difficulty sustaining attention in tasks or play activities	2	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often does not seem to listen when spoken to directly	3	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often does not follow through on instructions and fails to finish schoolwork, chores, or duties	4	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often has difficulty organizing tasks and activities	5	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort	6	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often loses things necessary for activities (e.g., toys, school assignments, pencils, or books)	7	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often is distracted by extraneous stimuli	8	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often is forgetful in daily activities	9	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often has difficulty maintaining alertness, orienting to requests, or executing directions	10	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often fidgets with hands or feet or squirms in seat	11	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much
Often leaves seat in classroom or in other situations in which remaining seated is expected	12	<input checked="" type="radio"/> ?	<input type="radio"/> Not At All	<input type="radio"/> Just A Little	<input type="radio"/> Quite A Bit	<input type="radio"/> Very Much

Detail View

Transaction number	272
Caregiver name	Tim
Transaction date	05/30/2006
Transaction time	08:01:48 81 am
Client id	9000000007
Caregiver id	4302093402
ADHD-In Scale Avg.	1.33
ADHD-H/Im Scale Avg.	0.00
ADHD Combined Avg.	0.67
ADHD ODD Scale Avg.	0.50
ADHD I/O Scale Avg.	0.60
Conners Index Avg.	0.50
SNAP-IV Assessment Results	
Inattentive Subscale Total: 12 / Average: 1.33	
Hyperactive Subscale Total: 0 / Average: 0.00	
ADHD Combined Subscales : 12 / Average: 0.67	
ODD Subscale Totals : 4 / Average: 0.50	
IOWA I/O Subscale Total : 3 / Average: 0.60	
IOWA A/D Subscale Total : 3 / Average: 0.60	
Conners Index Scale Total : 5 / Average: 0.50	
SKAMP Academic Scale Total: 7 / Average: 1.17	
SKAMP Deportment Total : 0 / Average: 0.00	

- Automatically scored and saved in client's file
- Can be provided to physician/psychiatrist

Parenting by Numbers™





Negotiating Starting Values

Adjust values and weekly estimates

System ▾ Add ▾ Edit ▾ Delete ▾ Record ▾ Tools ▾ View ▾ Assessment ▾ Help ▾

Edit Weekly Point Forecast (All enabled)

Select single type

Type	Transaction description	Transaction Value	Current Estimated Quantity	Current Estimated Points	Goal Estimated Quantity	Goal Estimated Points
Chore	Bring in trash cans from curb	<input type="text" value="5"/>	<input type="text" value="1"/>	5	<input type="text" value="2"/>	10
Chore	Set the dinner table	<input type="text" value="5"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	5
Chore	Clear the dinner table	<input type="text" value="5"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	5
Chore	Clean the dishes and kitchen	<input type="text" value="10"/>	<input type="text" value="0"/>	0	<input type="text" value="2"/>	20
Negative Behavior	Fights on Playground	<input type="text" value="-25"/>	<input type="text" value="0.5"/>	-12.5	<input type="text" value="0.1"/>	-2.5
Negative Behavior	Foul Language	<input type="text" value="-5"/>	<input type="text" value="5"/>	-25	<input type="text" value="0"/>	0
Negative Behavior	Curfew Violation	<input type="text" value="-5"/>	<input type="text" value="2"/>	-10	<input type="text" value="0"/>	0
Positive Behavior	Attend Church	<input type="text" value="15"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	15
Positive Behavior	Caught behaving well	<input type="text" value="3"/>	<input type="text" value="1"/>	3	<input type="text" value="10"/>	30
Positive Behavior	Attend youth group at church	<input type="text" value="15"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	15
Positive Behavior	Doing chore w/o being asked	<input type="text" value="2"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	2
Positive Behavior	Treat sibling kindly	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	0
Positive Behavior	Art Lessons/Class	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="1"/>	0
Privilege	Cell Phone / week	<input type="text" value="-15"/>	<input type="text" value="1"/>	-15	<input type="text" value="1"/>	-15
Privilege	TV in bedroom / week	<input type="text" value="-10"/>	<input type="text" value="1"/>	-10	<input type="text" value="1"/>	-10
Privilege	Computer Use / hour	<input type="text" value="-5"/>	<input type="text" value="25"/>	-125	<input type="text" value="15"/>	-75
Responsibility	Attend School Weekly	<input type="text" value="10"/>	<input type="text" value="1"/>	10	<input type="text" value="1"/>	10
Responsibility	Homework Daily 1 hour	<input type="text" value="5"/>	<input type="text" value="1"/>	5	<input type="text" value="5"/>	25
Total Forecast			47.50	-264.5	54.85	93.25
<input type="button" value="Submit Changes"/>						





Record Transactions via the Web

System ▾ **Add** ▾ **Edit** ▾ **Delete** ▾ **Record** ▾ **Tools** ▾ **View** ▾ **Assessment** ▾ **Help** ▾

Record Positive Behavior

Select transaction(s) to generate, change Quantity (if other than 1), then click "Generate Transaction" to submit
Note: 1) Only enter date if not today 2) you will only see transactions for which you are authorized to generate

Select	Quantity	Date (mm/dd/yy)	Description	Enable	Points	Checking	Savings	Charity	Notes / Data	Email Notify 4
<input type="checkbox"/>	1		Attend Church	On ▾	15	0	0	0		
<input type="checkbox"/>	1		Caught behaving well	On ▾	3	0	0	0		
<input type="checkbox"/>	1		Attend youth group at church	On ▾	15	0	0	0		
<input type="checkbox"/>	1		Doing chore w/o being asked	On ▾	2	0	0	0	Thanks for doing your chore without	
<input type="checkbox"/>	1		Treat sibling kindly	On ▾	0	0	0	0		
<input type="checkbox"/>	1		Art Lessons/Class	On ▾	0	0	0	0		

- Caregivers record only transactions authorized
- Override default date, quantity and values
- Write comments and alter email notification





Record Transactions immediately: Interactive Voice Response System

What you can do:

Record behaviors, privileges, withdrawals, deposits to fictitious account
Recall account balances and replay up to last 10 transactions recorded

How it works:

1. Call the assigned local telephone number from registered phone (have programmed in speed dial)
 2. Enter 4 digit PIN Code
 3. State single keyword or behavior/privilege or say "Get Point Balance", "Get Account Balance" or "Get Last Transactions"
 4. Confirm transaction
 5. Say or enter quantity of transaction to record
- Repeat for all transactions to be recorded





Account Detail: Transactions and Current Balance

System ▾ Add ▾ Edit ▾ Delete ▾ Record ▾ Tools ▾ View ▾ Assessment ▾ Help ▾

View Account Detail

Transaction date	From: <input type="text"/>	To: <input type="text"/>
Transaction description	<input type="text"/>	
Clear Search Criteria	<input type="button" value="Search"/>	

Current Balance as of Transaction

Transaction Information

Date	Time	School	Checking	Saving	Charity	Points	Qty	TR #	ID#	Transaction Description	Transaction	Originator
10/29/07	02:11 pm	100	102.5	2	300.21	162	1	Comment 181		Interrupting Adult	Negative Behavior	Dad
10/29/07	02:11 pm	100	102.5	2	300.21	165	1	Comment 180		Badgering Parent	Negative Behavior	Dad
10/29/07	02:11 pm	100	102.5	2	300.21	170	1	Comment 178		Disrespectful behavior others	Negative Behavior	Dad
10/29/07	02:11 pm	100	102.5	2	300.21	175	1	Comment 177		Disrespect to Parents	Negative Behavior	Dad
10/29/07	02:11 pm	100	102.5	2	300.21	180	1	Comment 176		Disregard directions	Negative Behavior	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	185	2	Comment 158		Take out recyclables	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	175	1	Comment 152		Give dog a bath	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	165	1	Comment 62		Clean own bathroom	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	155	1	Comment 61		Clean the dishes and kitchen	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	145	1	Comment 60		Clear the dinner table	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	140	1	Comment 59		Set the dinner table	Chore	Dad
10/29/07	02:05 pm	100	102.5	2	300.21	135	1	Comment 58		Bring in trash cans from curb	Chore	Dad
10/29/07	02:04 pm	100	102.5	2	300.21	130	5	Comment 157		Homework Daily 1 hour	Responsibility	Dad
10/29/07	02:04 pm	100	102.5	2	300.21	105	1	Comment 155		Curfew Violation	Negative Behavior	Dad





6 Week Behavior Report Recorded Behavior vs. Start and Goal

Priority Range (blank for all) From: To:

Transaction description

[Clear Search Criteria](#)

Search by Transaction Type, Description, Priority

Click to view detail of transactions of same type

Weekly Transaction totals (week beginning)

Select by transaction type:

ID#	Transaction description	Transaction type	04/21/07	04/28/07	05/05/07	05/12/07	05/19/07	05/26/07	Period Total	Start (week)	Goal (week)
0	Disregard directions	Negative Behavior	0	0	0	0	0	0	0	35	7
1	No Homework / ea class	Negative Behavior	0	0	6	3	0	0	9	0.25	0
2	Initiating Arguments - parents	Negative Behavior	0	0	0	0	2	0	2	0	0
5	Annoying Sibling	Negative Behavior	0	0	0	0	0	0	0	4	0
6	Badgering Parent	Negative Behavior	0	1	0	0	0	0	1	0	0
8	Lying Behavior	Negative Behavior	0	1	0	2	0	0	3	10	0
9	Leaving clutter thru house	Negative Behavior	0	3	1	1	1	0	6	10	3
10	Sneaking/deceit	Negative Behavior	0	0	0	0	0	0	0	10	0
11	Violating bedtime	Negative Behavior	0	0	0	0	0	0	0	0	0
68	Procrastination	Negative Behavior	0	0	0	2	0	0	2	0	0
75	trash not put into trash can	Negative Behavior	0	0	0	0	0	0	0	0	0
76	not hanging up clothes/towels	Negative Behavior	0	0	0	0	0	0	0	0	0
77	going to cousin's without ask	Negative Behavior	0	0	0	0	0	0	0	0	0
78	not being where he said he'd b	Negative Behavior	0	0	0	0	0	0	0	0	0
Total			0	5	7	8	3	0	23	69.25	10





Email Reply for Assessment: 30 seconds

1. Click REPLY

when running your email application

2. Answer questions by entering 0-9 between []

3. Click SEND

Automatically received and stored in child's file

To:	Woog Labs
Cc:	
Bcc:	
Subject:	Re: Reply to record: School Weekly Report

----- Original Message -----

From: "Woog Labs" <tr@wooglabs.com>

To: <ksasaswoog@cox.com>

Sent: Wednesday, October 31, 2007 9:00 PM

Subject: Reply to record: School Weekly Report

> Please rate the behavior (School Weekly Report) of John C. by
> replying to this email (email content must be included in reply) with a
> single digit entered between the [] for each item below. Please feel
> free to enter additional comments to your reply. For more information go
> to: <https://wooglabs.net/evalreplyhelp.htm>
> Thanks for your cooperation, Dr. Woog

> 1=very poor, 2=poor, 3=fair, 4=good, 5=very good...

> [3]:022:BMID: 1. Class participation

> [3]:023:BMID: 2. Performance of class work

> [4]:024:BMID: 3. Follows classroom rules

> [2]:026:BMID: 4. Quality of homework, if any given

> :CNID:

> 59:BCID:9000000027:PTID:4302093399:CGID:

>





Email/Text Message Reminders

Description	Scheduled Day	Scheduled Action	Start Date	Scheduled Time	Caregiver 1	Caregiver 2	Caregiver 3	Caregiver 4
Snap 4 Assess Notify Parent	Day: 1 of Month	Apply Transaction		12:00:00 00 am				
No transaction recorded 3 days	Daily	Reminder: 3 days		12:00:00 00 am				
Thanks for your support	Tuesday	Apply Transaction		12:00:00 00 am				
Session 1 Assignment	Once	Notify for Reply	10/31/2007	12:00:00 00 am				
Assignment reminder 1 - parent	Once	Notify for Reply	10/31/2007	12:00:00 00 am				
Assignment reminder general	-Off-	-Off-		12:00:00 00 am				
Bring in the trash cans	Thursday	Notify for Reply		3:35:00 00 pm				

- Emails or text messages sent to parents, child or clinician
- Transactions can be automatically recorded upon email reply
- Can be set to day(s) of week, month, daily or once
- Start date and set time configurable
- Can be manually sent





Email Memorandum System

Memos/replies automatically recorded in client's file
Email addressees pre-authorized for safety
Email reply recorded and forwarded to sender

System ▾ **Add** ▾ **Edit** ▾ **Delete** ▾ **Record** ▾ **Tools** ▾ **View** ▾ **Assessment** ▾ **Help**

Record Memorandum

Select Type of Memo, enter Memo text, Email addresses to notify and then click Submit to record

Memo / Note Description	Memorandum ▾
Memo Content	<div style="border: 1px solid gray; padding: 5px;">Dr. Woog, Johnny's points are getting too high. What do you think about converting points to dollars in savings? Thanks, Joan</div>
To: EMail address 1	Dr. Woog -1 ▾
To: EMail address 2	▾
To: EMail address 3	▾
To: EMail address 4	▾
Alternate Email 4 Address (caution!)	<input style="background-color: yellow;" type="text"/>
<input type="button" value="Submit"/>	





Automated Transaction Recording

- **Automatic recording of regular activities or behaviors**
 - Attending school and other responsibilities
 - Allowance and other regular privileges
 - Reduces the amount of manual recording
 - Can reverse out manually if necessary
- **Record Transaction upon reply to email**
 - Automatic reminder of certain behaviors to confirm or not record
 - Simply reply with PIN code at start of message reply





Caregiver Compliance Tools

- Automated email notices to clinicians when parents:
 - Register and go on-line
 - Complete SNAP-IV and CBQ assessments
 - Record designated transactions
- Automated email notices as reminders to complete homework assignments
- Who, how, date and time recorded with transactions
- Record of caregiver logins to the system
- Last transaction recorded date and balances displayed for all clients at login
- No transaction recorded in x days reminder system with email notice sent to parents/caregivers





Tools for Treatment Fading Managing by Exception

- Automatic Transaction Recording
 - Any transaction can be set to record automatically
 - “Doing All Responsibilities”
 - Record (-1) when responsibility NOT done
- Privilege Ladder
 - Deduct points for allowance \$
- Contest System - Parents schedule and provide prize
 - Odds and prize set by parents
 - Chance of winning doubles for each 100 points
 - Automatic notification to child via email
 - Child goes online to see if won





HIPAA Compliance

- Secure Login - Password protected with hack access attempts logged
- Web Site with Secure Sockets Layer Encryption (SSL)
- Remote servers meet HIPAA security requirements
- Encrypted Internet access for Interactive Phone Response (IVR) System
- Client file access requires authorization (up to 6 caregivers)
 - 3 Levels of Authorization (Clinician, Parent/Guardian and Secondary Caregiver) with different levels of access to PHI
- Email addresses for memos and Email Notifications limited to those authorized
- Email notifications do not contain Protected Health Information (PHI) except for email address



Parenting by Numbers™

Individualized On-line Token Economy
Parent Education and Behavior
Modification Program

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