GOOD DAY / BAD DAY

Sometimes families need to do some problem solving—what’s going on with my child, why has her activity level changed, why does she act unhappy, why is she acting out? Or perhaps a family needs to decide about a program, activities, therapies or some other new opportunity. The following exercise might help to get a more complete picture of a child’s likes and dislikes, needs and preferences, and will supply new information for problem solving and making decisions. It can also be used to help make plans for the future.

Remember, a child’s behavior is often the best way she has to communicate with you!

1. **Think about the following questions:**
   - What makes a good day?
   - Who is usually there on good days?
   - What kinds of activities does she like to do?
   - Where does she like to go?
   - Are there any important objects or routines that help make a good day?

2. **Think about the same questions for a bad day.**

3. **Make a picture or description together of what makes a really good day, and what makes a really bad day.**

4. **Make a plan together about ways to have more good days, and fewer bad days—write this down. Make sure you know WHO will do WHAT by WHEN.**

Good Day/Bad Day is a tool adapted from material used by the Learning Community for Person Centered Practices: www.learningcommunity.us