



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!

GOOD DAY

A good day is a day a child enjoys, feels satisfaction for achieving something or learning something new, or has connected with the important adults and children in her life. It is a day where much of what is important to the child is present. It is a day when she is comfortable and well-fed, rested and energetic.

BAD DAY

A bad day is a day a child does not enjoy what is important to her, or does not connect with the adults and children in her life. It is a day when a child is uncomfortable and not able to be soothed. On a bad day she may have feeding issues, has not gotten enough sleep and is tired, or is just grumpy and out of sorts.

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**.