**Opening Screen**

iKidTools is developed for children ages 10-13. eKidTools is designed for children ages 7-10. The categories and tools are similar.

Primary and strong colors are used to attract children’s attention. Graphic characters serve as “guides” for children and provide step-by-step audio directions in children’s voices. Following this screen, the child logs in with his or her name. The log-in sets up the recordkeeping capabilities in the program.

**Main Menu**

There are 16 behavior management tools in the program and these are organized into four categories.

When clicking on a category of tools, the associated child gives his/her name and a brief explanation of the tools in the category. The use of children’s voices makes the program more authentic and friendly.

**Sound Instruction**

Audio is provided for all the directions in the program. Children can click on a passage of text on the screen to hear it spoken. As the child moves the cursor over a passage of text that has audio, the cursor changes to a speaker. If the child clicks in the audio-enabled area, the guide on the screen reads the text passage.
Pull-down Menu

The pull-down menu is provided to allow children perpetual navigation of the four categories of tools. This option provides a quick way to return to the main menu from any screen in the program.

The child can choose to bring up the previous card in each category for editing or to make a new card.

The Sub-Menu Structure

The first screen in each category provides a sub-menu of options. A small screen shot of each tool provides children with a visual of the layout of each tool to aid in choosing a tool to make.

Monitoring Card tools are designed to help children set behavior goals and monitor success in meeting the goals.

The Tool Example Screen

The color scheme and functionality is consistent in all the tools. The first screen in each tool has a yellow background color to indicate it is the example screen for the tool. The example card shows the tool as it might look with content entered into the tool template and provides simple, step-by-step directions for entering content into the tool.
**The Functionality of the Tool Template**

The guide at the top of the screen provides simple directions on how to complete the tool. On all the tools, children click on the red words or boxes on the screen to make entries. Red is the cue for a “hot area.”

In this example of a self-monitoring card tool, children click on the red word **Class** and the numbers to type the behaviors they plan to monitor with the card.

**The Tool Bar on the Template**

The tool bar at the bottom of the screen is identical on all tools. The icons, starting from the left, allow the child to see the example card, start a new card, print the card, and to exit back to the main menu. When printing, the child’s name, date and card title are automatically inserted on the card.

When exiting, the program automatically enters the child’s name and date on the card. The name, date, time of use, and the child’s entries on the card are automatically stored in a text file for recordkeeping purposes.

**The Print Function on the Tool**

After entering their content, children can print out the card and use it in the classroom or at home. When the tool is printed out, the title for the tool is placed at the top and a mask covers the graphic character and the directions. The child’s name and date are inserted on the bottom of the form.
The Exit Function on the Tool

To prevent accidentally erasing the card, the program asks the child whether he/she wants to “Stay on this card” or “Exit this card.” The child might decide to return to the tool to print multiple copies or to make changes in their entries.

A noticeable semi-transparent mask covers the program, so children can concentrate on the questions on the screen while retaining their image of the card in the background. Some tools provide other options on this exit screen to link to related tools.

Example of Monitoring Cards: Countoon

In the Countoon tool, children can click on the words Stop, Think, Act, and What Happens and enter content to define a behavior. The child can set the card up to monitor up to 20 instances of the behavior. This card can be used to define a sequence of behavior including a behavior to stop, a thinking cue, and the new behavior to do. What Happens is used to specify a concrete, positive outcome for the behavior.

Example of Contract Tools: Checking Contract

The Checking Contract tool helps children define a behavior and make an agreement with an adult to perform the behavior. Children can click on the words If, Then, Bonus, and Penalty to enter content to define the behavior, a consequence for the behavior, and a bonus and penalty for meeting the If–Then agreement. A monitoring grid is provided on the contract card for the child and/or the teacher to track whether the contract is met on a daily basis.
Example of Planning Tools: STAR Card

The STAR Card tool helps children gain control over a negative behavior and replace it with a positive behavior by using a cognitive-behavioral process. The child clicks on Stop to name a negative behavior to stop, Think to plan a cue to use as a self-statement about changing the behavior, Act to identify an alternative positive behavior, and Results to identify their good results for doing the positive behavior.

KidTools Resources

The searchable informationbase for educators and parents provides an overview of the interventions and strategies, tips, and examples of each tool.