



ADVANCING INTEGRATED HEALTHCARE

Behavior Plan Basics

May 12, 2022

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Customized BH TA sessions – until Sept. 30

Topic ideas

- Screening
 - Training on best practice and interpretation (existing screeners or new ones)
 - Rates – how to improve
 - Workflows
 - Psychoeducation
 - To staff/to parents
 - Clinical Decision Tools – what do you have/what do you need?
 - Coping with the BH crisis
 - Having difficult conversations with parents
- Etc.

Your practice facilitator can help you schedule a time with Liz



Agenda

Topic	Duration
Welcome, Learning Objectives, Pedi PRN <i>Liz Cantor, Sarah Hagin</i>	5 minutes
Background and Theory <i>Sarah Hagin, Liz Cantor</i>	15 minutes
Effective Behavior Planning (and ex of young child) <i>Sarah Hagin</i>	20 minutes
Common pitfalls (and ex of child with ADHD) <i>Liz Cantor</i>	15 minutes
Behavior Contracts <i>Sarah Hagin</i>	15 minutes
Case Examples and questions <i>Group</i>	15 minutes



Learning Objectives

- Participants will learn the core elements of an effective behavior plan
- Participants will learn common pitfalls and reasons why behavior plans fail
- Participants will learn the difference between a behavior plan and a behavior contract



CTC-RI Conflict of Interest Statement

Session presenters have no financial relationships with a commercial entity producing healthcare-related products used on or by patients.

If CME credits are offered, all relevant financial relationships of those on the session planning committee have been disclosed and, if necessary, mitigated.

**This program is brought to you through the
Medicaid Pediatric Healthcare Recovery Program and
funded through American Rescue Plan Act Funds for RI**

PediPRN Information

What can I use the Psychiatry Resource Networks for?

When you call one of the PRNs, you can speak with specialized behavioral health experts from Women & Infants Hospital and Bradley Hospital for guidance on:

- **Diagnosis**
- **Treatment Planning**
- **Medication Safety**
- **Resource and Referral Support**
- **Provider Trainings**

NOTE: These networks do not provide direct treatment or prescribe medication; they are not crisis or a patient-facing phone lines.

Providers and other practice staff are welcome to call these free service lines five days a week for real-time assistance:



Serving providers treating pregnant and postpartum patients in partnership with Women & Infants Hospital

Call: 401-430-2800

Monday-Friday 8:00 am – 4:00 pm

Or send a secure email to request a teleconsultation call-back: RIMomsPRN@CareNE.org

Learn More: womenandinfants.org/RI-MomsPRN



Serving providers treating children and adolescents in partnership with Bradley Hospital

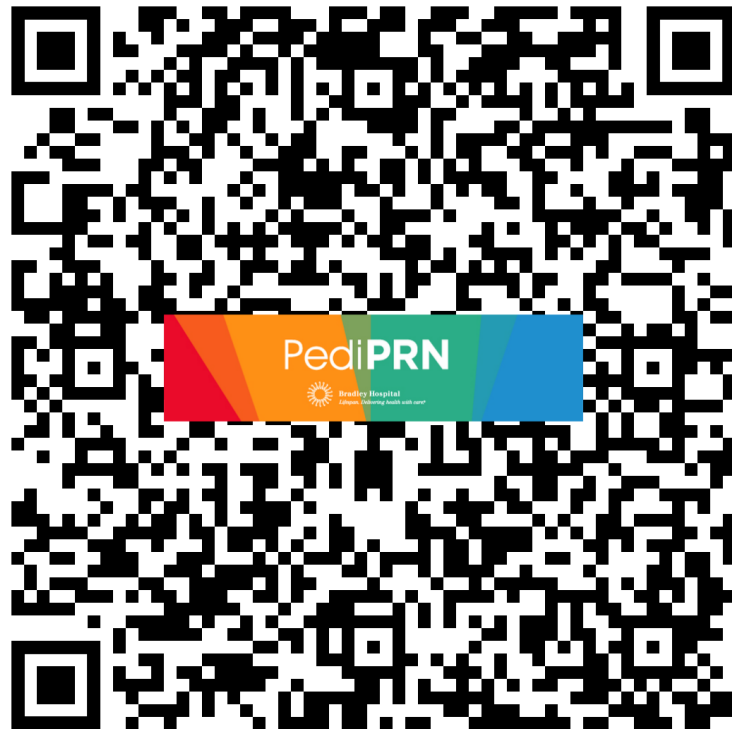
Call: 401-432-1543

Monday-Friday 8:30 am – 5:00 pm

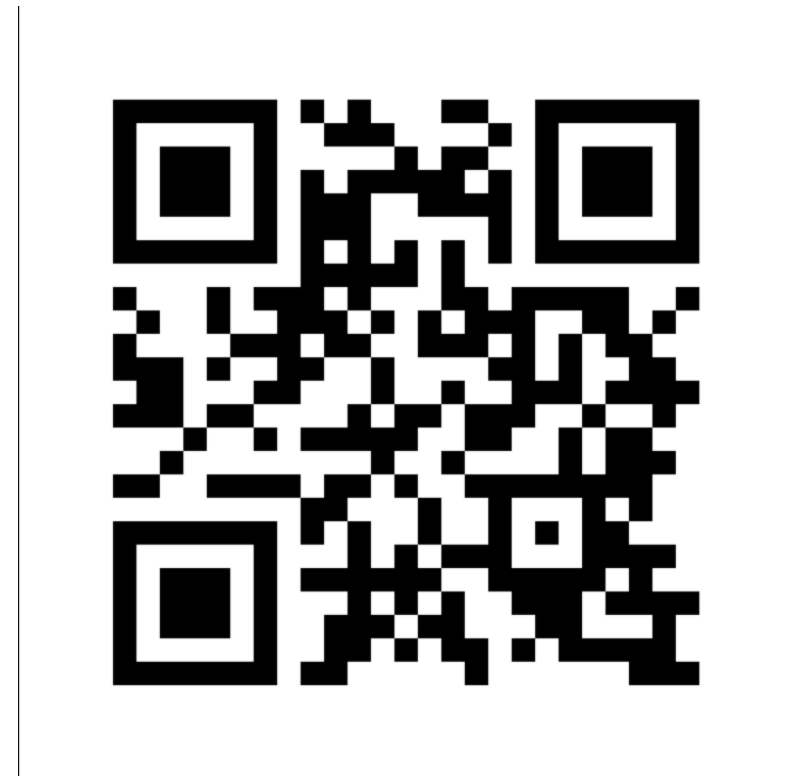
Learn More: PediPRN.org

PediPRN Enrollment/Access to Newsletter

Enrollment



Newsletter

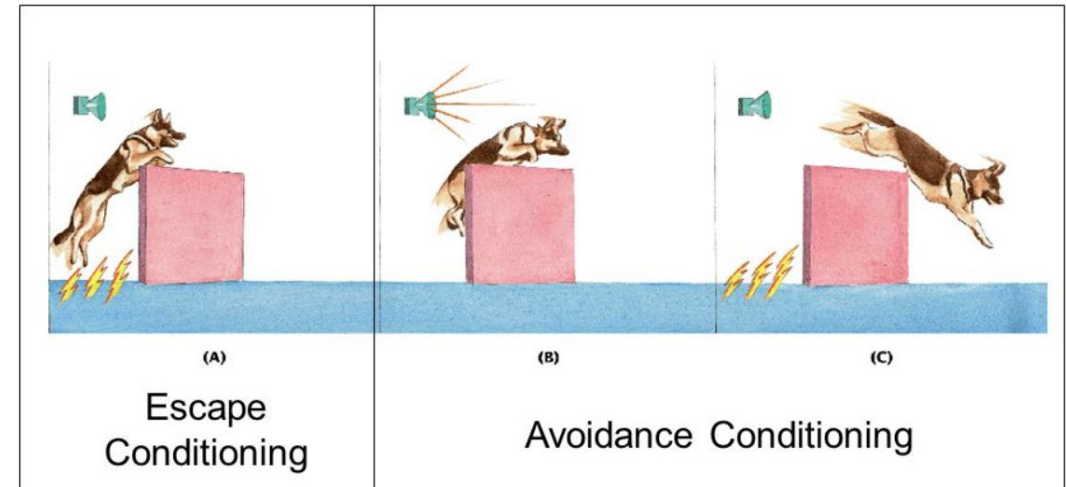


A little bit of background...

Learning Theory

- Pavlov – Classical Conditioning
- Hull – stimulus-response relationship
 - Mathemato Deductive Theory of Behavior
 - $sEr = (sHr \times D \times K \times V) - (slr + lr) +/- sOr$
- Skinner – Operant Conditioning
- Mowrer – two-factor theory

Escape and Avoidance: Two types of negative reinforcement



Adapted from: *The Psychology of Memory and Learning* by Hintzman. © 1978 by W.H. Freeman and Company. Used with permission.

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A little bit of background...

Behavior Therapy

1. Clarifying the clients problem
2. Formulating initial goals for therapy
3. Designing a target behavior
4. Identifying the maintaining conditions
5. Designing a treatment plan
6. Implementing the treatment plan
7. Evaluating the success of treatment
8. Conducting follow-up assessment ~

Behavior Modification

1. Goal setting
2. Behavioral Definitions
3. Functional Analysis
4. Objective measurement
5. Data collection
6. Evaluation ~

- All behavior is acquired and maintained the same way
- Individually tailored
- Outcomes are replicable and measurable
- 3 Cs
 - Counterconditioning
 - Contingency management
 - Cognitive-behavioral modification

Definition of Operant Conditioning

Per APA: “the process in which behavioral change (i.e., learning) occurs as a function of the consequences of behavior”



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Reinforcement vs. Punishment

Add a stimulus

Remove a stimulus

**Increases
Frequency**

Positive Reinforcement (positive stimulus added)

- ✓ Parent praises child → uses potty
- ✓ Child is paid → mows the lawn

(more on next slide)

Negative Reinforcement (aversive stimulus removed)

- ✓ Child keeps whining → mom buys the toy
Aversive stimulus (child) = whining
Increased behavior (mom) = buying a toy

- ✓ Mom keeps nagging → child cleans up
Aversive stimulus (mom) = nagging
Increased behavior (child) = cleaning

**Decreases
Frequency**

Positive Punishment (aversive stimulus added)

- ✓ Scolding a child → child puts the phone away

Aversive stimulus = scolding

Decreased behavior = using phone at dinner

Negative Punishment (positive stimulus removed)

- ✓ Come home past curfew → lose car privileges

Positive stimulus = use of car

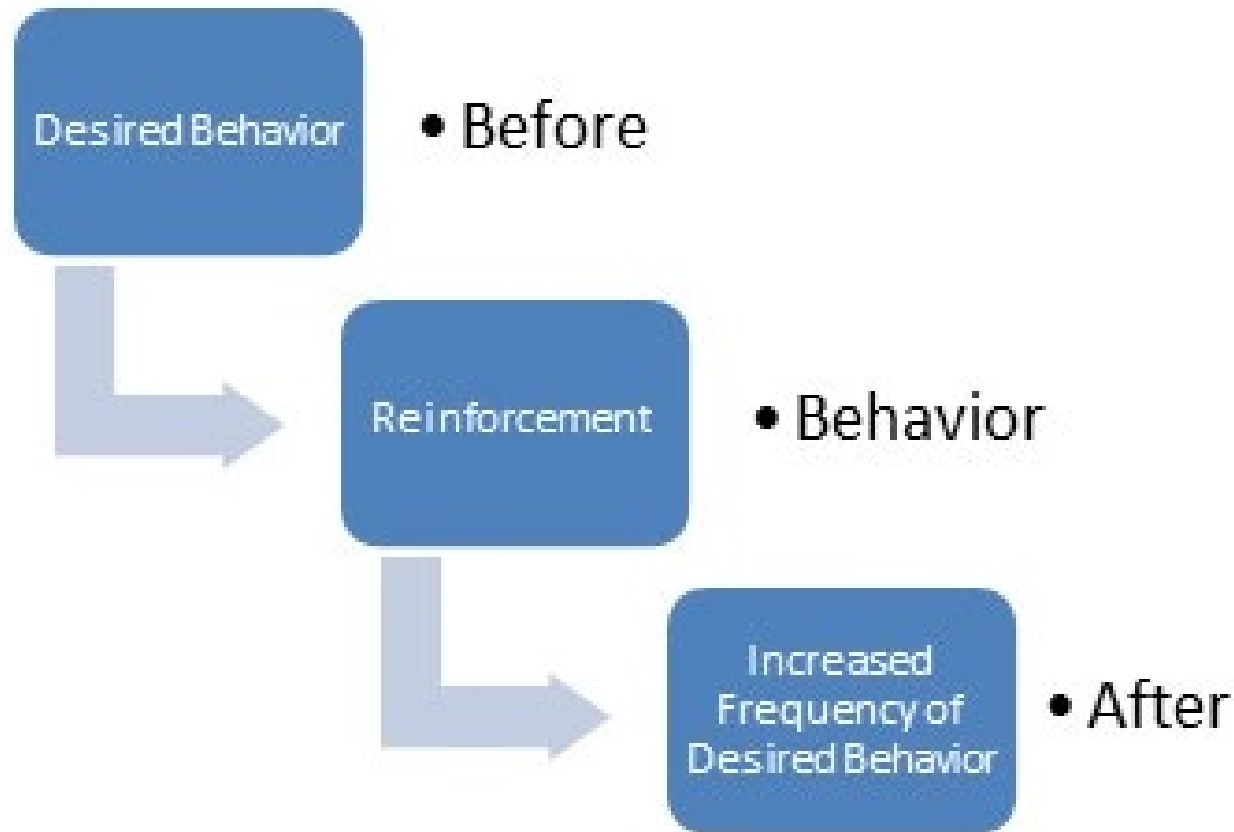
Decreased behavior = coming home late



Quick tutorial on reinforcement and punishment

<https://www.youtube.com/watch?v=LSHJbIJK9TI>

Reinforcement – makes a behavior **MORE** likely



Types of reinforcers :

- **Token reinforcers**, e.g. money, points
- **Tangible reinforcers**, e.g. candy/stickers
- **Social reinforcers**, e.g. positive attention/affection/compliments/praise
- **Natural reinforcers**, e.g. good grades, sense of accomplishment

www.mbaskool.com

Punishment – does it help?

- Learning/impact is often temporary, short-term
- Often done in anger, threats
- Doesn't necessarily teach what to do; it teaches what NOT to do
 - E.g. Don't hit your sister
 - What's the alternative/positive behavior you'd like to see instead?
- Physical punishment is NOT recommended
 - Teaches that aggression is a good way to respond to behavior you don't like in others
 - Creates fear, mistrust, sadness, anxiety in the parent/child relationship

Functional Behavior Analysis

ABCs

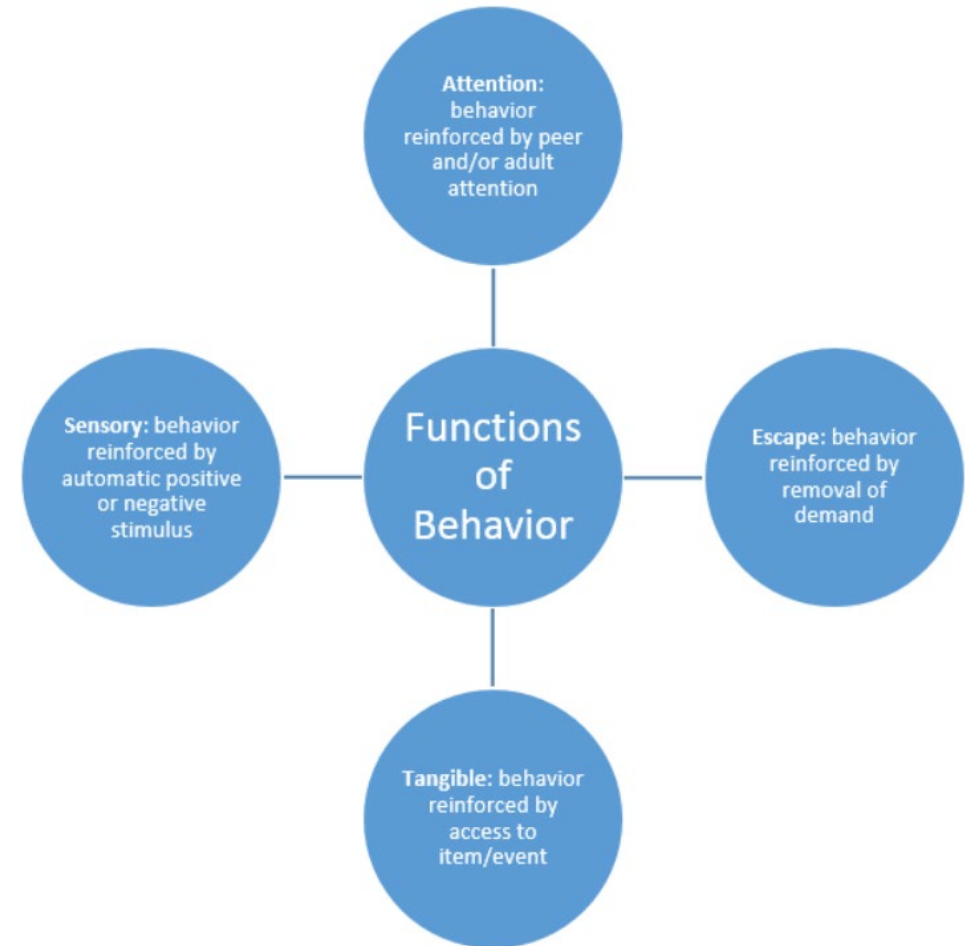
The Behavioral Equation:
 Determining the Function



The function of a behavior is determined by the consequences that follow the behavior.

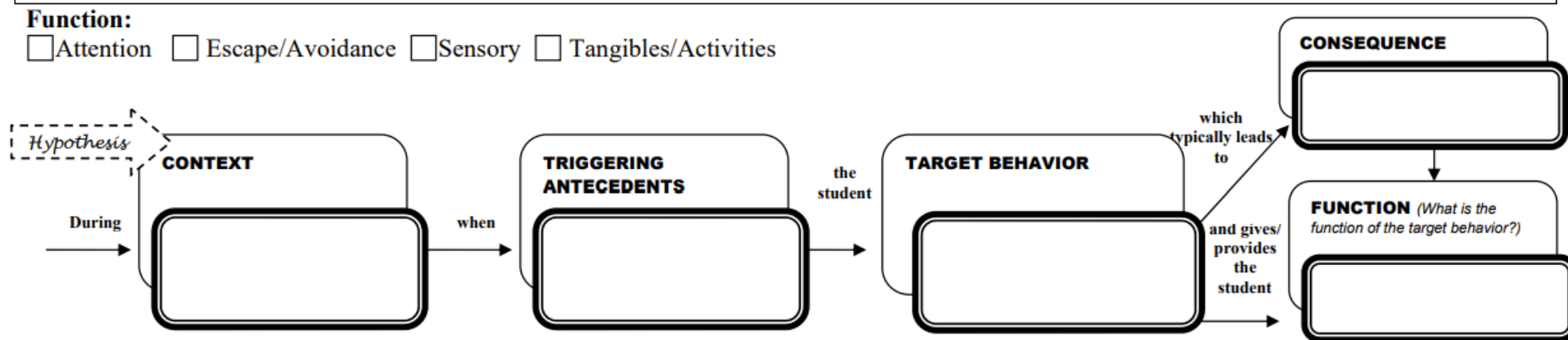
<https://schools.ahrcnyc.org/functional-behavioral-assessment/>

Function of behavior



https://knilt.arcc.albany.edu/Four_Functions_Of_Behavior

Functional Behavior Analysis



ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior

From Templatelab.com

Elements of an effective BP

- Identify targeted behavior
 - Function of the behavior
- Identify desired replacement behaviors
- Intervention strategies
 - Prevention (target the antecedent)
 - Instructional (shaping)
 - Target consequences – reinforce replacement behavior and reduce reinforcement of problem behavior
- Environmental changes
- Monitor/Assess
- ***Parent and child development of plan together***

How to pick the behavior(s)

- Specific
- Clear
- Concrete
- Achievable/Realistic
- Observable
- Measurable
- Under your child's control

~~Be Good~~ → → Keep your hands to yourself

~~Good behavior all day~~ → → Keep your hands to yourself in the car

~~Not fight with your brother in the car~~ → → Keep your hands to yourself in the car

How to pick the consequences/rewards

- Specific
 - Concrete
 - Immediate
 - Consistent
 - Affordable
 - Enjoyable
 - CONSIDER CHILD'S DEVELOPMENT
- Praise-based
 - Activity-based
 - Material-based
 - *variety can help
 - **Consider the 80% rule

~~Good Job~~ → → you are doing wonderfully keeping your hands to yourself. Here is a sticker to put on your chart. Remember if you get 8 stickers this week you get to do backyard camping.

Ideas for incentives

HANDOUT 3A

Ideas for Incentives

Parent Time

- Play a game for 15 minutes.
- Take a walk.
- Go out for ice cream.
- Work on a craft project for 15 minutes (e.g., woodworking, weaving, beading).
- Go to a park.
- Read a story to the child.

Activities

- Cook or bake together.
- Go to the movies.
- Have a night out (child's choice).
- Go fishing.
- Go hiking.
- Watch a video (just the two of you).
- Go to the park.

Home Resources

- Use the computer.
- Take bottles back to the store and keep or split the refund.
- Choose a special TV video game.
- Use parents' tools.

Privileges

- Choose a special TV program.
- Have a shared bedroom to him- or herself for one hour a day.
- Have first dibs on the bathroom in the morning (for specified amount of time).
- Get telephone time.
- Have permission to go to a special event (party, dance, concert).
- Have private time.
- Stay up a half hour later.
- Go swimming.
- Go out with friends.
- Have a friend over for the evening.
- Have a friend spend the night.
- Visit with grandparents, relatives.
- Look at a book in bed before lights out.
- Go to a friend's house.
- Have parent do one of the child's chores.

How to evaluate effectiveness/when to increase demands

- Most reward systems do NOT work perfectly the first time
- Monitor
 - Rewards
 - Is your child earning enough to be motivated
 - Behaviors
 - Frequency that desired behaviors are happening
 - Behavior – reward relationship

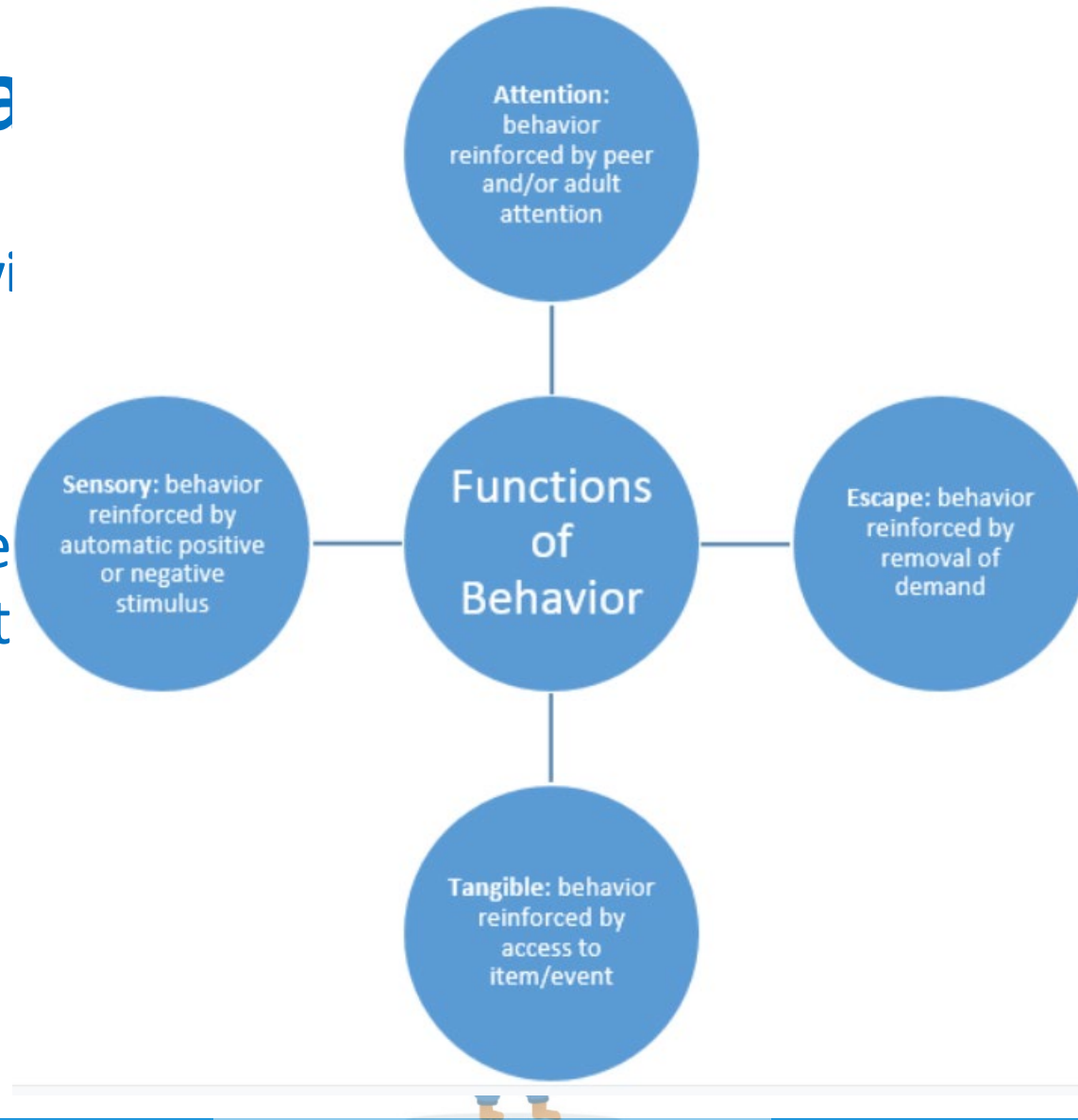
Behavior-Reward relationship

- Behaviors are routine, few/no reminders needed
- Decreased interest in reward but desired behavior continues
- Intermittent reinforcement and desired behavior continues
- **some behaviors will always need some sort of incentive**

Simple exa

Problematic Behavior

- “forgetting” to night
- When reminder routine disrupt



ight
nders and/or without
eminders are

Simple example – brushing teeth

- Considerations:
 - Age/developmental level
 - What is the function? Can other interventions help?
 - Natural consequences vs contingency plans
- Communication
 - Earlier in the day, not at the moment of initiating new plan
 - Ex: “We’ve noticed you haven’t wanted to brush your teeth before bed. We know its hard to do things that aren’t as much fun as playing AND its very important for your teeth to get brushed at night. So we want to talk to you about a plan to help you remember and a reward for getting your teeth brushed. Let’s sit down and make a plan”

Simple Behavior Chart

Behavior Chart

GOALS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Simple example


HANDOUT 3D Behavior Plan for Younger Children (Completed Example)

Goal: brush teeth at night before bed Week of: November 16

Responsibility	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Brush teeth at night before bed		*	☆		⊕	⊖	★

WEEKLY REWARD CHART

This week I will...



	S	M	T	W	T	F	S
Brush teeth at night	●	●	●	●	●	●	●
Go to bed on time	●	●	●	●	●	●	●
	●	●	●	●	●	●	●
	●	●	●	●	●	●	●
	●	●	●	●	●	●	●

My reward for the week is _____

Playing a game with Mom or Dad
Ice cream treat

my teeth _____

_____ stickers have

Samar's

designated number



Common pitfalls and mistakes

- Using subjective judgments vs. actual data
 - Get a real baseline so you know where you are starting from
- Choosing replacement behaviors that are
 - Too vague (“be nice”)
 - Too complicated (requiring a 5 year old to “clean your room”)
 - Too difficult (skill hasn’t been mastered yet – it has to be something the child is capable of doing)

Common pitfalls and mistakes

- Choosing rewards that are
 - Not rewarding enough
 - Not given frequently enough, or given too frequently
 - Given after too much delay
 - Given inconsistently (e.g. refusing to give reward because of another undesirable behavior)
 - Not sustainable (too expensive, too time-consuming, not realistic)
- Inadvertent disincentives
 - E.g. Child has to do X M-F to get reward on Saturday – what happens if s/he doesn't do it on Monday?

Ex. Child with ADHD

Problematic behaviors

- Hard to get out of bed in a.m.
- Difficult to settle at night
- Trouble transitioning off screens
- Disorganized, forgets needed things at school, loses homework
- “Doesn’t listen”
- Starts a task but doesn’t finish...

Desired behaviors

- Hop out of bed in the morning on time
- Go to bed willingly and w/o incident
- Put screen away after 5 minute warning
- Remember to bring everything needed to and from school; don’t lose things
- Obey all commands
- Finish all tasks without reminders

Ex. Child with ADHD cont.

Special considerations

- Does every undesirable behavior require a behavior plan?
- What's within the child's control and what isn't?
 - Overfocusing/underfocusing is confusing to parents
 - Does the family understand ADHD and its impact? The importance of psychoeducation and realistic expectations
- What behaviors do the family/parents also need to change?
 - What is the family doing that helps maintain the negative behavior?

Ex. Child with ADHD

Goal: Finishes a task without a reminder

- Identify targeted behavior – starts to get dressed in the morning but sometimes gets distracted by toys
- Function of the problematic behavior – doing something more immediately rewarding
- Desired replacement behaviors – gets dressed without getting distracted (not measurable) → gets dressed within allotted time (measurable)
- Intervention strategies
 - Prevention – ↑ structure: establishing a morning routine, put out clothes the night before
 - Instructional – providing clear instructions/reminders before bed and upon waking
 - Reward – gets a sticker, gets 5 minutes play time, PRAISE, etc. → natural rewards
- Environmental changes – parents establish a routine, provide timers/visual cues, etc.
- Monitor/Assess – If successful, add another behavior

Jack



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Gets dressed in 15 minutes							
Gets dressed in 15 minutes							
Gets dressed in 15 minutes							

MY REWARD: Pick my own snack/get a sticker



Behavior Contracts for Teens

- Considerations
 - Pro-active, preventative
 - Most kids at this developmental stage require less immediate reinforcement
 - Can be helpful to include rewards and natural consequences
 - Similar to job contracting – everyone expresses what they are responsible for and what the consequences are if responsibilities are not met
 - It can sometimes help to present family contracts as similar to job contracts when discussing them with teens, helping them understand this as important to their development
 - Time limited
 - Ongoing collaboration, review/revision
- A warning about using money as a reward

Example behavior contract - teens

HANDOUT 3C Behavior Plan

Goal: clean room

Responsibility	Sun
<u>Clothes off the floor</u>	
<u>Bed made</u>	
<u>Floor vacuumed</u>	
<u>Desktop straightened</u>	
<u>Laundry in hamper</u>	
Total Daily Points	<u>0</u>

I, John, will earn a point

At the end of the day, if 4

been earned, I will receive an incentive from the

John Jenks
Child's signature

I, John's mom, will check each day

points. I will provide an incentive from the list of points.

Monika Jenks
Parent's signature

Incentive List

- 30 minutes of video games
- Having a friend over after school
- Choice of dinner menu
- Playing a game with Mom or Dad
- One dollar

Behaviors

- **Goal**
 - Mary will be ready to leave
- **Steps for success**
 - Mary will back her backpack
 - Mom will remind Mary
 - Mary will wait to go on
- **Rewards**
 - Mary will earn 30 minutes
 - If Mary is on time 4/5
- **Consequences**
 - Mary loses access to all
 - If Mary does not follow curfew will be moved 3
- **Signatures**

Topic: Electronics Use

Rule: Electronics (outside of school work) are permitted on weekdays (Sun-Thur) from 630p-830p.

Electronics time CANNOT start until after homework is completed. Electronics are permitted on Fridays and Saturdays from 630p-930p.

John's responsibilities:

- 1) Complete homework before electronics use
- 2) Plan appropriately for ending electronics use at designated end time.
- 3) End electronics time on-time.

Parents responsibilities:

- 1) Ensure John has access to electronics/internet during allotted electronics time.
- 2) Continue to pay for family to have internet access.
- 3) Monitors Johns' electronics use to ensure it continues to be a healthy part of his daily routines

Failure of John to meet responsibilities: loss of access to electronics for one day. Repeated failure to meet responsibilities will result in longer periods of electronics restriction.

Failure of parents to meet responsibilities: extended electronics use time on agreed upon day.

Reward: John continues to have daily electronics time.

Parents and John have less arguments about electronics time.

Review/revisions: Anyone can request contract be reviewed/revised at any time.

Parent(s) Signature: _____

Date: _____

Teen Signature: _____

Date: _____



Behavior Management Apps

- <https://www.educationalappstore.com/app-lists/best-family-apps>

Simple Behavior Chart

Behavior Chart

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From Templatelab.com

Handouts: Behavior plans and worksheets

Packet emailed to you to give to parents: [Simple Behavior Chart, ABC Chart, Incentive Program: Using Reward and Behavior Charts, Sample Behavior Contract](#)

Simple behavior chart: <https://www.therapistaid.com/therapy-worksheet/behavior-chart/behavior/none>

ABC Chart Form: <https://templatelab.com/behavior-charts/>

Another Behavior Plan Parent Worksheet: <https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/Behavior-Plan-Parent-Worksheet-Plan-to-Change-Behavior-2017.pdf>

Parenting Now Incentive Program: <https://parentingnow.org/incentive-program-using-reward-and-behavior-charts/>

Resources

- Steps for creating a reward program for toddlers/preschoolers:
<https://www.cdc.gov/parents/essentials/consequences/rewards-developingprogram.html>
- Behavior therapy for children with ADHD: An Overview for parents
<https://www.cdc.gov/ncbddd/adhd/documents/adhd-behavior-therapy-overview-all-ages.pdf>
- These two websites have a lot of downloadable child-friendly behavior charts:
<https://www.canva.com/search/templates?q=reward%20chart>
<https://templatelab.com/reward-charts/>
- Books:
- **Everyday Parenting: A Professional's Guide to Building Family Management Skills** by [Dr. Thomas J. Dishion](#) , [Dr. Elizabeth A. Stormshak](#), [Dr. Kate Kavanagh](#)
- **Rewards for Kids!: Ready-To-Use Charts and Activities for Positive Parenting Paperback** by [Virginia M. Shiller](#), [Meg F. Schneider](#), [Bonnie Matthews](#)

Evaluation & CME

- Completion of the evaluation form is **required** to meet the Psychosocial and Behavioral Health TA requirement for the Medicaid Pediatric Recovery Program third payment.
- Please provide us your feedback!
- Evaluation/Credit Request Form: <https://forms.office.com/r/J69PnPzeiM>
- Please request CME credits when filling out the evaluation at the end of the meeting.



The AAFP is reviewing 'Advancing Community-Oriented Comprehensive Primary Care Through Improved Care Delivery Design and Community Health,' and is pending approval for AAFP credit.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

NPs and RNs can also receive credit through AAFP's partnership with the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).