



Behavioral Management Plan

Patient's Name

DOB:

Today's Date

Person Completing Sheet

Relationship to child

Who lives at home with the child? Please include siblings and their ages?

1) Which of your child's behaviors are most concerning to you?

2) Which 2 of these behaviors would you like to focus on first?

a) _____

b) _____

3) What specific change would you like to see with each behavior?

a) _____

b) _____

4) Rate how hard you think it will be for your child to change his/her behavior.

a. _____ Easy

b. _____ In-between

c. _____ Difficult



BEHAVIOR STRATEGY #1

**Attention or praise for appropriate behaviors (instead of punishment for inappropriate behaviors.)*

- Parents must provide frequent adult attention or monitoring so they “catch them being good.”
- Be specific with your praise – “I really like how fast you came when I called you” instead of just saying “Good Job!”
- Be consistent with your praise – give 4 positive comments for every 1 negative comment. Set a goal for younger children e.g. 1 every 10 minutes or 50 times a day.
- No critical praise – “Would be nice if you come quickly every time, I call you.”
- Give indirect praise e.g. mentioning the behavior to the other parent so child overhears or calling other important adult to let them know about behavior.

BEHAVIOR STRATEGY #2

**Giving a reward for appropriate behaviors and removing privileges for inappropriate behaviors e.g. stickers on a sticker chart, toys, treats, a little bit more time on a electronic device, longer time to play, later bedtime hour, contracts for teenagers allowing them to have or not have the use of their cell phone, stay out later or not go out at all, having use of the car or not.*

- The reward should be something that your child enjoys doing or having on a regular basis.
- Parents must be consistent and willing to give the reward or remove the privilege, every time your child behaves appropriately or inappropriately.
- Your child should be able to earn the reward most (70%) of the time, meaning that the desired behavior should not be too difficult for your child to succeed in earning the reward.
- Rewards or punishments should occur close in proximity to behavior (especially for your children.)
- Here are some ways to assure your child’s success in earning the reward.
 - Child must want the reward. If necessary, change rewards to keep them interesting or give larger rewards.
 - Do not choose tasks/goals that are too difficult.
 - Do not expect big changes, little ones are worth rewarding.
 - Lower task demands, then slowly increase e.g. if goal is for child to read for 30 minutes at night, reward reading for 10 minutes without an argument then increase by 1-3 minutes when child is successful for 5 consecutive nights.
 - Teach tasks in small segments and reward small steps towards desired behavior/goal e.g. “Clean room; dirty clothes in hamper, toys in toy box” versus “Clean room and make bed and neaten up shelves and closet”.
 - Give graduated rewards for graduated achievements e.g. if getting dressed in the morning has been taking over an hour, parent will play child’s favorite game with them for every minute under 45 minutes that child completes dressing.

BE CONSISTENT. CONSISTENT REINFORCEMENT IS NEEDED TO TEACH A NEW BEHAVIOR.



WHAT'S THE DIFFERENCE BETWEEN A REWARD AND A BRIBE?

*When a parent offers a child something to stop a problem behavior as it is happening, it is probably a **bribe**. For example, little Johnny is throwing a tantrum at the supermarket and Mom offers a candy bar to stop him.*

*When a parent offers something in advance to motivate a child to behave in a certain way, that is a **reward**. For example, Mom says to little Johnny that if he behaves well while they're at the supermarket, she will allow him to play with his favorite toy for an entire hour when they get home.*

- Do reward, DO Not Bribe!!!
- Nobody is perfect.
- Sometimes you end up having to bribe.
- Anticipating the problem is they key to avoiding bribing, but you cannot always anticipate every difficult situation.
- Just don't do it too often 😊



SPECIAL TIME

Special Time is a powerful technique to initiate, or to maintain and strengthen, positive behavior. Special Time promotes healthy interaction and builds the child's security. This will result in the child being calmer, better behaved, and feeling more secure. It can be used with children of all ages although there are some modifications with teenagers.

Guidelines for Special Time

1. **TIMING OF SPECIAL TIME:** Special time should occur approximately at the same time from day to day. This is especially important with children who are very young. Evening is a good time because bedtime is often a time of conflict and this can help make an easier transition. Thirty minutes is a good length of time. The time needs to be long enough for the nurturing to sink in. It doesn't matter if Special Times occur 2, 3, 5, or 7 times a week, but it does matter that you are consistent. Only commit to what you can follow through on, don't promise what you can't deliver.
2. **LOCATION OF SPECIAL TIME:** Special Time needs to take place in a spot where you can be as free of interruptions as possible. It is important to make arrangements not to be interrupted by the telephone. Your child's bedroom is an ideal location for Special Time because this promotes security and comfort feelings in their room. The location also needs to be away from siblings. If necessary, lock the door of the room so as not to be disturbed.
3. **AGENDA OF SPECIAL TIME:** The most important characteristic of Special Time is your interaction with your child. It is important that the activity you engage in promotes this interaction. Video games and TV are out because they DO NOT promote interaction. Games are good but try to pick ones that do not have a competitive element. Let your child pick what you are going to do. Try to get on eye level with your child; sitting on the floor is good. Get close enough to touch and do a lot of touching.
4. **PARENT'S ROLE IN SPECIAL TIME:** If both parents are available, they can alternate nights. A single parent with two children can alternate nights between the children.

Potential Problems with Special Time

1. **THE CHILD DOES NOT WANT TO COME TO SPECIAL TIME:** Sometimes, when the parent-child interaction has been very difficult, the child does not want to come to Special Time. If this happens, just say okay and tell the child that you will be in his/her room if they want to come. Be predictable and spend the time waiting for the child. It will be hard for your child to resist your undivided attention.
2. **CLOSING SPECIAL TIME:** Your child may not want Special Time to end when the 30 minutes is up. A good way to deal with this problem is to set a timer and let the timer end your session.
3. **CHANGING RULES:** When you are playing games, your child may want to change the rules of the game, to suit themselves. Don't make this a point of conflict. "Remember your goal at this time is to develop closeness with your child".
4. **MISBEHAVIOR:** Defeat your child's attempts to draw you into conflict. Let this be a time of unconditional positive attention. The only time you should correct is if the child treats you with disrespect. If this happens just say, "Things aren't going very well today, we will try again tomorrow."



Special Time with Older Children

There is no age limit for Special Time. With older children you might spend less time and you probably would not do this every day. Many of the activities can take place outside the home, but they should still be activities that allow for interaction between you and your child. Some ideas are: Go to the Mall (riding in the car gives good interaction time), go bike riding, go for a walk, give them a back rub, listen to their music. Be careful not to ask too many questions. Listen and share yourself. Again, as with younger children, this is not the time for discipline or correction. Remember your goal is to develop good interaction with your child and to build positive feelings.

THE GOAL OF SPECIAL TIME IS TO CULTIVATE YOUR RELATIONSHIP WITH YOUR CHILD.

Ann Phillips Cituk (retired)
Psychologist, Florida State University